DOCUMENT RESUME

ED 119 679 52 IR 003 142

TITLE The Library and Information Needs of Southern Maryland Residents.
INSTITUTION Westat Research, Inc., Rockville, Md.
SPONS AGENCY Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Southern Maryland Regional Library Association, La Plata.
PUB DATE 15 Sep 75
NOTE 126p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS *Community Attitudes; Community Characteristics; *Information Needs; Library Materials; Library Planning; *Library Role; Library Services; *Library Surveys; *Public Libraries; Questionnaires; Recreational Reading; Regional Planning; Tables (Data); Use Studies
IDENTIFIERS Maryland

ABSTRACT

A study was made to determine the adult public's expectations and attitudes about public libraries in the southern Maryland region, which encompasses St. Mary's, Charles, and Calvert counties. Survey instruments and interviewing procedures were developed to make these determinations to create profiles of the library user and non-user based on age, race, sex, education, socio-economic level, geography, and occupation; and to discover use and awareness of library materials and services for recreational, informational and educational purposes. Data were analyzed and compiled in 25 tables with narrative explanations. Major findings were made in the areas of demographic differences, identification of everyday problems and associated information needs, recreational and informational needs and uses, education-related needs, and use and awareness of specific library materials and services. All forms and working papers are appended. (LS)

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THE LIBRARY AND INFORMATION NEEDS OF SOUTHERN MARYLAND RESIDENTS

Submitted to:

Southern Maryland Regional Library Association
Charles County Public Library
La Plata, Maryland 20646

Submitted by:

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11600 Nebel Street
Rockville, Maryland 20852

This report was developed with Federal funds from the Library Services and Construction Act.

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September 15, 1975

IR003142

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1. INTRODUCTION

1.1 Purpose of Project

The Southern Maryland Regional Library Study was undertaken as a basis for developing long-range plans to meet the information and recreation needs of the adult population in the area serviced by the Southern Maryland Regional Resource Center. Rather than basing future programs on current library usage patterns, it was felt that measuring the public's expectations about public libraries, i.e., the ideal which would meet their information and recreation needs, and at the same time measuring the public's perceptions of the kind and quality of service they actually receive, would be a better foundation for planning purposes. The third objective of this study was to obtain a profile of the library user and non-user in terms of such demographics as age, race, sex, education, socio-economic level, geography, and occupation.

The target population for the study was the adult population (adult being defined as 18 years of age or older) in the counties of St. Mary's, Charles and Calvert.

The results of this study will be used by the Southern Maryland Library Association and will be available to individual county library systems as well.

1.2 Project History

Westat began work on the Southern Maryland Regional Library Study in early March, 1975. During the month of

March, meetings were held between Westat and Southern Maryland regional library personnel. During this time the survey instruments and survey procedures were developed and the sample was selected. The informal pretest took place the first week in April. Corrections were made and the final instruments were ready for printing by April 21.

Interviewer recruiting efforts started about 1 month before interviewer training. A field office was established in Waldorf, Maryland using a supervisor who has worked for Westat on a previous study.

Interviewer training took place on April 25. Actual interviewing started April 26 and continued until July 1. By the end of the data collection period, 723 households had been screened and, of those households, 756 people had been interviewed. An overall response rate of 66.4% was achieved throughout the three-county area.

Editing and coding training took place on April 29. The editing and coding of questionnaires continued to July 11.

The data processing phase (keypunching and machine edit) started about 2 weeks after editing and coding began, around May 20, and continued to mid-July. Table preparation began in early June and final tables were produced in late July.

The draft of the final report was sent to the Southern Maryland Regional Library Association on August 15, and the report was finalized and printed by September 18.

1.3 Summary of Survey Results

Results of the survey identified many factors relevant to the determination of the best means of meeting the information needs of Southern Maryland residents, data which can serve as a basis for developing long-range library plans. Among the important determinations made are the following:

- The three counties considered differ somewhat in composition; notably, Charles County has experienced rapid growth in recent years and has many suburban-related characteristics, St. Mary's County has an older and more stable population, and Calvert County is the smallest of the three counties and has the lowest educational and income levels. Adult population size varies from 15,000 in Calvert County to 31,000 in St. Mary's and 37,000 in Charles.

- On the average, 4.8 everyday problems were identified by survey respondents. Most frequently mentioned problems included "road maintenance/markings," "trouble with neighborhood pets," and "not being able to make ends meet." In general terms, neighborhood problems were most common. Information needs were felt to be associated with 43 percent of problems cited.

- Southern Maryland residents expressed great interest in recreational pursuits, mentioning 11.2 activities on the average. Especially popular were gardening and cooking. Related information needs ranged from 12 percent for records to 36 percent for books and magazines pertinent to the recreational areas. On the average, 2.4 recreation-related information needs were identified by survey respondents.

- Sixteen percent of Southern Maryland adult residents have taken some academic coursework within the last year, and 21 percent of the adult residents

have been involved in training to improve their job skills. Information needs were associated with 20 percent of formal courses and 15 percent of job training activities.

- Ranking of the four problem/interest areas by respondents revealed that information needs in problem solving activities are considered most important. Recreation-related needs were ranked most important somewhat less frequently, but clearly can be considered second most important.

- Forty-three percent of Southern Maryland adult residents have used their public library in the past year, on an average of 16 times apiece. The "typical" library user is more likely to be younger, with somewhat more education than the average, and more often female than male. Library use was reported in connection with 30 percent of the problem/interest-related information needs specified.

- For specific types of services and materials, library use ranges from less than one percent for reading tutorial services to 51 percent for books and pamphlets. Actual use was significantly lower than awareness of the same services and materials, with awareness ranging up to 92 percent for books and pamphlets. Satisfaction with all library services and materials provided is very high.

2. ANALYSIS OF SURVEY RESULTS

2.1 Introduction

Analysis of survey results provided a considerable amount of information on the library and information needs of Southern Maryland residents and of residents of the three counties which make up Southern Maryland. As discussed in Survey Methodology (Appendix A), the questionnaire used was designed to elicit data on information needs in the areas of problem solving, recreation, formal education, and job-related training; on use of the library; and on attitudes towards current library services and materials. Demographic data was also obtained so that a profile of the library user and non-user could be developed.

Survey results are presented in the sections following. It should be noted that figures given throughout represent projections to the total population based on applying appropriate weights to the questionnaire responses received. The total population considered was all adult Southern Maryland residents, that is, all persons eighteen years of age and older.

2.2 Characteristics of the Population

Of interest in understanding the needs and attitudes of any group are their general characteristics, including age, sex, race, educational level, income level, and occupation. This information was obtained as part of the survey, and the results are later considered in terms of their relationship to information needs and library attitudes.

The survey sample was drawn in such a way that projections could be made to the total adult population of the three Southern Maryland counties. Demographic data for the individual counties as well as the aggregate is shown in Table 2-1. Included are total adult population and percentage breakdowns of this figure by age, sex, race, education, occupation, and income. The data shown are restricted to the adult population, i.e., persons 18 years of age or older.

Nineteen, sixty-nine, and twelve percent of the aggregate population are in the respective age groups 18-24, 25-64, and 65 and over. Charles County has a somewhat lower percentage of persons 65 and over, with correspondingly more people in the 25-64 year group.

According to the sample projections, 59 percent of Southern Maryland residents are female. A comparison of this with previous census statistics which showed 48 percent female in 1970 suggests that females are overrepresented in the survey data. This was the result of a higher response rate for women than for men, and could affect data totals when men and women exhibit significantly different behavior. Such instances are noted in the text. The disparity might have been compensated for by differential weighting of men and women, but, for the sake of simplicity, this procedure was not used.

Table 2-1. Demographic Characteristics

Characteristic	Percentage of Population by Characteristic			
	Calvert County	Charles County	St. Mary's County	Total
Adult Population	15,303	37,131	31,169	83,603
Age				
18-24, not head of household or spouse of head of household	14%	13%	8%	11%
18-24, head of household or spouse of head of household	3	6	12	8
25-64	65	72	67	69
65 and older	18	9	13	12
Sex				
Female	62%	59%	58%	59%
Male	38	41	42	41
Race				
Black	31%	16%	14%	18%
White	68	83	85	81
Other	1	1	1	1
Uncertain	0	1	0	*
Education				
Some or completed grade school	25%	16%	12%	16%
Some high school	22	19	17	19
Completed high school	31	44	44	42
Some college	15	14	18	15
Completed college or post graduate	7	8	9	8

*Less than 1%

Table 2-1. Demographic Characteristics (Cont.)

Characteristic	Percentage of Population by Characteristic			
	Calvert County	Charles County	St. Mary's County	Total
Occupation				
Professional, technical and kindred workers	4%	11%	12%	10%
Managers and administrators, except farm	3	4	5	4
Sales workers	2	4	1	2
Clerical and kindred workers	10	16	14	14
Craftsmen and kindred workers	11	10	7	9
Operatives	6	6	5	6
Laborers, except farm	3	2	2	2
Farmers and farm managers	5	3	2	3
Farm laborers and farm foremen	1	*	0	*
Service workers, except private household	10	9	8	9
Private household workers	2	1	*	1
Housewives only	25	24	31	27
Student, never worked	5	2	2	3
Retired	14	7	10	9
Disabled	1	*	1	*
Unemployed, no previous occupation given	0	*	0	*
Household Income				
0 - $ 6999	19%	11%	17%	15%
$ 7000 - $12999	16	22	27	23
$13000 - $18999	17	21	24	21
$19000 - $24999	8	15	13	13
$25000 or more	9	17	7	12
Unknown or refused	31	14	11	16

*Less than 1%

Overall statistics on race (an observed characteristic) show the population to be 81 percent white, 18 percent black, and one percent "other." Calvert County has a higher percentage of blacks - 31 percent - than do the other two counties.

Educational level is fairly constant among the three counties, with 23 percent overall having had at least some college and 65 percent having at least completed high school. Calvert County has a somewhat greater percentage of residents who have not completed high school than do the other two counties.

Occupations were coded according to Bureau of the Census categories,* which can be summarized as shown in Table 2-1. The last five categories were added to account for occupations not covered, with the "unemployed" category restricted to persons who were unemployed and did not state a previous occupation. The most common occupations in Southern Maryland are: housewives (27 percent), clerical and kindred workers (14 percent), and professional, technical and kindred workers (10 percent), together accounting for just over half of the population. Craftsmen and kindred workers, service workers excluding private household, and retired account for another 27 percent of the population, with the remainder divided among the ten other occupational categories. It is interesting to note that 54 percent of the female population is not included in the housewives only category. There are somewhat fewer professionals and clericals in Calvert County and less retired persons in Charles, with proportionately more students in Calvert and more housewives in St. Mary's County.

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*U.S. Bureau of the Census, 1970 Census of Population, Alphabetical Index of Industries and Occupations, U.S. Government Printing Office, Washington, D.C., 1971.

Income levels indicate total household income during 1974. Of the incomes reported, 54 percent were above $13,000 and 29 percent above $19,000. Fifteen percent were below $7,000. In contrast with these averages for the three counties, reported income figures show 37 percent above $19,000 in Charles County and 28 percent below $7,000 in Calvert County.

The demographic characteristics considered can be compared with 1970 Census data to identify changes. Selected 1970 Census data is shown in Table 2-2, again only for adult residents of the three counties. Especially notable are the increases in population over the 1970-1975 period, with a combined increase of 25 percent. This is equivalent to a 4.6 percent increase per year. Population increases varied among the three counties from 11 percent in St. Mary's County to 39 percent in Charles, equivalent to 2.1 and 6.8 percent respectively each year.

1970 age data compared with 1975 shows changes primarily in St. Mary's County, where the percent of the population age 18-24 declined from 28 to 20 percent over the five-year period while the percent over 65 increased from 8 to 13. The data on race suggests a slight percentage increase in the white population, accounted for by the white population of Charles County increasing from 75 to 83 percent.

Charles County has experienced rapid growth, becoming the largest county only since 1970, and seems to have other characteristics which would identify it as part of a suburban area. In addition to the population increase, residents of Charles are, on the average, younger than those of the other Southern Maryland counties. They have higher family incomes and a greater proportion of residents have urban-related occupations.

Table 2-2. 1970 Demographic Characteristics

Characteristic	Percentage of Population by Characteristic			
	Calvert County	Charles County	St. Mary's County	Total
Adult Population	12,154	26,717	28,096	66,967
Age				
18-24	15%	17%	28%	21%
25-64	69	74	64	59
65 and older	15	9	8	10
Sex				
Male	49%	50%	54%	52%
Female	51	50	46	48
Race				
Black	31%	24%	14%	21%
White	69	75	85	78

*Source: U.S. Bureau of the Census, Census of Population: 1970, General Population Characteristics, Final Report PC(1)-B22 Maryland, U.S. Government Printing Office, Washington, D.C. 1971.

St. Mary's County has experienced the least amount of growth among the Southern Maryland counties in the last five years. The average age of the population has increased, with fewer persons in the 18-24 age group and more in the 65 and older group than in 1970. Relative to the other two counties, St. Mary's has a more even distribution of income and educational levels.

Calvert County is the smallest of the three Southern Maryland counties, with a population less than half of that of either of the other two. It has the greatest percentage of residents age 65 and older and the greatest percentage of black residents. Educational levels and income levels are lower in Calvert County than in Charles or St. Mary's.

2.3 Information Needs: Problems

"The public library should help people to acquire information on which to base decisions contributing to the solution of their problems.[1]"

Information needs are not readily articulated, but can be identified to some extent through consideration of people's problems and interests. In order to identify needs in the area of everyday problems, sixty-three topics grouped into eleven categories were read to the respondents. They were asked whether they had recently had to solve a problem or answer a question in each area. It was stated that the problems of interest were those that could be answered if information about them was available.

[1]From study Request for Proposal, October 30, 1974.

The number of respondents in each county and in the three counties identifying a particular problem as of concern to them is shown in Table 2-3. In all, a projected 397,200 problems were identified by a projected 83,603 respondents, for an average of 4.8 responses per person.* The number of responses varied from 356 for "financial matters, anything else" to 20,660 for "road maintenance/markings." The category most often cited concerned neighborhood, with transportation ranking first in St. Mary's County.

A wide variety of problems were cited when the respondent was asked for other problems in a particular category. These are listed in Attachment H. Frequently mentioned "others" included littering (neighborhood), high prices (consumer), the need for more employment (employment), and discipline (education and schooling).

The ten most frequently cited problems in each area from this list are shown in Table 2-4. As stated above, "road maintenance/markings" was cited most frequently regionally, with 25 percent of the people identifying it as a problem area. In the list of the first ten, for the three counties, there are two problems each from the categories neighborhood, consumer, and transportation and one each from financial matters, education, health and employment.

Considering the eleven problem categories, the total number of cites per category is repeated in Table 2-5, with the

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*In Table 2-3 and subsequent analyses all data have been projected to county (or tri-county) totals to account automatically for differences in weighting of sampled individuals.

Table 2-3. Identification of Problem Areas and Topics

Problem Areas and Topics	Number of Mentions of Problem			
	Calvert County	Charles County	St. Mary's County	All Counties
Neighborhood	10,747	31,903	14,825	57,475
Trouble with neighbors	1,551	6,086	2,718	10,356
Trouble with neighborhood pets	2,743	9,853	5,419	18,015
County or city services like fire, police, emergency	1,007	2,512	596	4,114
Lack of scheduled activities	2,815	7,831	3,520	14,166
Abandoned cars and buildings	902	2,959	1,129	4,991
Anything else	1,729	2,662	1,443	5,833
Consumer	9,389	19,537	12,762	41,684
Quality of services or products	2,698	9,435	3,034	15,165
Services or products unavailable, inconvenient	3,810	6,151	5,846	15,806
Consumer protection	1,420	3,455	3,401	8,275
Anything else	1,461	496	481	2,438
Housing and Maintenance	9,612	18,965	11,430	40,007
Rental problems	1,276	2,699	2,439	6,415
Buying or selling a house	727	2,026	1,356	4,109
House needs repairs or improvements	2,639	5,311	2,400	10,350
Utilities service	2,270	4,606	2,413	9,289
Housing regulations	1,111	2,700	1,278	5,089
Housing loans	555	779	694	2,027
Anything else	1,034	844	850	2,728
Employment	7,936	17,783	9,276	34,996
Looking for employment or wanting a change in jobs	2,55[illegible]	6,128	3,920	12,598
Dissatisfaction with present job	1,065	3,700	1,302	6,069
Getting a summer job	1,397	2,153	1,327	4,877
Job training programs	1,513	3,446	1,593	6,551
Child care	1,047	1,707	833	3,588
Anything else	364	649	301	1,313
Education and Schooling	10,595	27,741	14,417	52,751
Information about courses or programs	1,009	6,412	3,162	10,583
Quality of available education	3,434	7,145	3,614	14,193
Financial aid	624	3,128	1,678	5,430
Adult education	856	3,548	837	5,241
High cost of schooling	2,702	5,378	3,477	11,556
Anything else	1,970	2,130	1,649	5,748
Transportation	9,657	25,816	18,222	53,696
Public Transportation	3,745	5,902	3,250	12,897
Auto insurance	874	4,291	1,636	6,802
Car pooling	816	1,479	361	2,657
Road maintenance/markings	2,077	9,513	9,070	20,660
Car repair/financing	2,009	4,507	3,220	9,735
Anything else	136	124	685	945
Financial Matters	7,042	21,443	13,939	42,425
Not being able to make ends meet	3,265	8,599	5,093	17,957
Loan or credit difficulties	648	2,844	1,830	5,321
Income tax advice	261	2,446	1,780	4,487
Stock market or investments	188	649	609	1,446
Food stamps or other social services	774	2,483	1,293	4,551
Social security or retirement	485	2,370	1,481	4,336
Unemployment compensation	1,247	1,990	733	3,971
Anything else	174	62	120	356
Discrimination	2,305	5,411	2,497	10,213
Racial discrimination	1,713	3,495	1,475	6,683
Sexual discrimination	592	1,916	1,022	3,530

Table 2-3. Identification of Problem Areas and Topics (Continued)

Problem Areas and Topics	Number of Mentions of Problem			
	Calvert County	Charles County	St. Mary's County	All Counties
Health	8,365	17,340	7,357	33,059
Counseling - family, nutrition, raising children	474	1,582	598	2,654
Health insurance	627	2,576	956	4,159
High costs of care	3,513	6,807	3,072	13,391
Unavailable or inadequate care	2,477	4,342	1,513	8,331
Mental health	642	497	730	1,868
Birth Control information	44	905	248	1,197
Treatment or information on confidential matters	361	383	120	864
Anything else	227	248	120	595
Legal	2,228	9,653	3,193	15,074
Acquiring legal services	337	1,929	725	2,991
Cost of legal services	1,022	2,596	907	4,526
Contracts	131	1,421	711	2,262
Divorce or separation	100	1,066	306	1,471
Legal documents like wills, passports, etc.	358	2,579	424	3,361
Anything else	280	62	120	463
Crime and Safety	2,113	7,864	5,842	15,820
Harm to your person	465	2,041	1,165	3,672
Harm to your property	687	3,792	3,355	7,833
Preventing fire in your home	414	657	901	1,972
Anything else	548	1,374	421	2,343
Total	79,989	203,456	113,760	397,200

Table 2-4. Ten Most Cited Problems By County

Problem	Calvert County		Charles County		St. Mary's County		All Counties		
	Number of Residents Citing Problem	Problem Ranking	Number of Residents Citing Problem	Problem Ranking	Number of Residents Citing Problem	Problem Ranking	Number of Residents Citing Problem	Percent of all Residents	Problem Ranking
Road maintenance/markings	2,077	14	9,513	2	9,070	1	20,660	25%	1
Trouble with neighborhood pets	2,743	7	9,853	1	5,419	3	18,015	22	2
Not being able to make ends meet	3,265	5	8,599	4	5,093	4	17,957	21	3
Quality of services or products	2,698	9	9,435	3	3,034	15	15,806	19	4
Services or products unavailable, inconvenient	3,810	1	6,151	9	5,846	2	15,165	18	5
Quality of available education	3,434	4	7,145	6	3,614	6	14,193	17	6
Lack of scheduled activities	2,815	6	7,831	5	3,520	7	14,166	17	7
High costs of health care	3,513	3	6,807	7	3,072	14	13,391	16	8
Public transportation	3,745	2	5,902	12	3,250	11	12,897	15	9
Looking for employment or wanting a change in jobs	2,555	11	6,128	10	3,920	5	12,598	15	10
High cost of schooling	2,702	8	5,378	13	3,477	8	11,556	14	11
Information about courses or programs	1,009	31	6,412	8	3,162	13	10,583	13	12
House needs repairs or improvements	2,639	10	5,311	14	2,400	19	10,350	12	14
Consumer protection	1,420	22	3,455	23	3,401	9	8,275	10	18
Harm to property	687	39	3,792	19	3,355	10	7,833	9	19

Table 2-5. Ranked List of Problem Categories

Problem Category	Calvert County		Charles County		St. Mary's County		All Counties		
	Number of Residents Citing Problem	Problem Category Ranking	Number of Residents Citing Problem	Problem Category Ranking	Number of Residents Citing Problem	Problem Category Ranking	Number of Residents Citing Problem	Problem Category Ranking	Percent of All Problem Citations
Neighborhood	10,747	1	31,903	1	14,825	2	57,475	1	14%
Transportation	9,657	3	25,816	3	18,222	1	53,696	2	14
Education and Schooling	10,595	2	27,741	2	14,417	3	52,751	3	12
Financial Matters	7,042	8	23,443	4	13,939	4	42,425	4	11
Consumer	9,389	5	19,557	5	12,762	5	41,684	5	10
Housing and Maintenance	9,612	4	18,965	6	11,430	6	40,007	6	10
Employment	7,936	7	17,783	7	9,276	7	34,996	7	9
Health	8,365	6	17,340	8	7,357	8	33,059	8	8
Crime and Safety	2,113	11	7,864	10	5,842	9	15,820	9	4
Legal	2,228	10	9,653	9	3,193	10	15,074	10	4
Discrimination	2,305	9	5,411	11	2,497	11	10,213	11	3
Total	79,989		203,456		113,760		397,200		100%

categories ranked in order of the number of times they were identified as problem areas. Neighborhood and transportation head the regional list, with 14 percent each of the total problem citations. Education and schooling is ranked second in Calvert County. Consumer problems also ranks very high overall, with an average of 10,421 responses in each of its four topic areas.

Different kinds of people have different problems. This is illustrated in Table 2-6, which shows the percentage of problems in each problem category for different groups of people. The most striking differences are between the age groups considered, with the over 65 group exhibiting less concern for employment and education problems, and correspondingly more for neighborhood, consumer and health problems. The 18-24-year-old group who did not head their own household showed, as might be expected, more concern with employment questions and less with housing and maintenance than other age groups.

Other notable results include a greater concern for questions of crime and safety among the respondents with no more than a grade school education, and perhaps the broadest spectrum of concerns among the most highly educated. By income level, concern with employment and financial matters decreased as household income rose. Introducing the concept of library user (a person who reported using the library within the last year), we find a somewhat higher concern for education and schooling among users as compared to non-users.

Table 2-6 also shows the average number of problem citations per person for each of the groups considered. The overall average was 4.7 problems out of the 63 possibilities presented. Residents of St. Mary's County mentioned less than this, that is, only 3.6 problems on the average while the other

Table 2-6. Percentage of Problem Citations by Demographic Group

Demographic Characteristics	Percentage of Citations in Problem Area											Average Number of Citations Per Person
	Neighborhood	Transportation	Education and Schooling	Financial Matters	Consumer	Housing and Maintenance	Employment	Health	Crime and Safety	Legal	Discrimination	
Total Number of Citations	57,475	53,696	47,003	42,425	41,684	40,007	34,996	33,059	15,820	15,074	10,213	4.8
County												
Calvert	13%	12%	13%	9%	12%	12%	10%	10%	3%	3%	3%	5.2
Charles	16	13	14	11	10	9	9	9	4	5	3	5.5
St. Mary's	13	16	13	12	11	10	8	6	5	3	2	3.6
Age												
18-24, not head of household, or spouse of head of household	12	15	13	9	11	5	19	7	4	2	3	5.8
18-24, head of household or spouse of head of household	13	12	15	13	8	11	10	6	4	5	2	5.7
25-64	15	13	14	11	10	11	7	9	4	4	3	5.0
65 and over	23	15	4	10	17	14	1	10	3	3	1	1.9
Sex												
Female	15	12	14	11	9	9	10	8	4	4	3	5.0
Male	14	15	12	10	12	11	7	9	4	3	2	4.5
Education												
Some or completed grade school	12	12	10	13	9	12	6	9	14	2	1	2.9
Some high school	16	13	12	14	10	12	9	7	3	3	2	4.2
Completed high school	18	13	13	9	11	8	10	8	4	3	3	5.1
Some college	14	13	16	8	10	12	7	8	4	4	3	6.1
Completed college or post graduate	9	15	13	9	12	10	5	12	4	6	4	7.0
Household Income												
0 - $ 6,999	15	12	11	15	8	11	11	9	4	3	2	4.3
$ 7,000 - $12,999	15	13	13	10	10	12	9	7	5	3	2	5.0
$13,000 - $18,999	15	14	14	11	10	9	9	7	3	4	3	4.8
$19,000 - $24,999	15	14	16	7	11	9	7	9	3	5	3	3.6
$25,000 or more	12	15	15	9	12	8	8	9	4	6	3	5.9
Users	14	13	15	10	11	9	9	9	4	4	3	5.8
Non-users	15	14	12	11	10	11	8	8	4	4	2	3.9

two counties were somewhat above average. By age, the over 65 group cited the fewest problems - an average of 1.9 per person. As educational level increased, so did the number of problem areas cited, with a range from 2.9 for persons with no more than a high school education to 7.0 for college graduates. No pattern was apparent in terms of household income level. Library users mentioned an average of 2 more problems than non-users.

These figures represent average numbers of problems cited by each of the groups considered. For individuals, the actual range of problems cited was from zero to 33 out of the 63 total problems possible. Twenty percent of the respondents cited no problems at all, and 53 percent cited three or less.

In addition to identifying problems they had been concerned with, respondents were also asked, for up to seven of the specific topics they had mentioned, whether or not they had needed or wanted information in connection with this topic. A projected total of 285,052 problems were considered, and it was stated that information was needed for 43 percent of these. This percent varied somewhat by the category of problem as shown in Table 2-7, with education, employment, and legal problems mentioned more often as areas where information is needed. In only 29 percent of the instances where discrimination was cited as a problem was it felt that information would be useful.

Based on the above results, the eleven problem areas can be ranked in order of information needs mentioned. This is done in Table 2-8. Similarly, the problem areas requiring information can also be ranked on the basis of a question asking the respondents for their two most important problem areas.

Table 2-7. Information Needs in Problem Areas

Problem Category	Number of Persons Needing Information	Percent of Persons Citing Problem	Number of Persons Mentioning Proble
Neighborhood	19,098	42%	45,450
Transportation	14,649	37	39,145
Education and Schooling	21,361	57	37,209
Financial Matters	12,863	44	29,537
Consumer	12,387	38	32,634
Housing and Maintenance	10,648	37	28,844
Employment	14,611	56	25,906
Health	7,831	39	20,087
Crime and Safety	2,698	25	10,739
Legal	4,458	56	7,924
Discrimination	2,198	29	7,577
Total	122,802		285,052

Table 2-8. Ranked Lists of Problem Categories with Information Needs

Problem Categories	Number of Persons Needing Information	Percent of Total Problems with Information Needs	Problem Categories	Number of Persons Mentioning Problem as Most Important	Percent of Problems with Information Needs, Two Most Important Problems
Education and Schooling	21,361	17%	Neighborhood	9,968	18%
Neighborhood	19,098	16	Education and Schooling	9,099	16
Transportation	14,649	12	Employment	7,237	13
Employment	14,611	12	Financial Matters	6,677	12
Financial Matters	12,863	10	Transportation	6,532	12
Consumer	12,387	10	Consumer	4,811	9
Housing	10,648	9	Housing	4,059	7
Health	7,831	6	Health	3,367	6
Legal	4,458	4	Legal	2,001	4
Crime and Safety	2,698	2	Crime and Safety	1,173	2
Discrimination	2,198	2	Discrimination	610	1
Total	122,802	100%	Total	55,534	100%

Table 2-9. Ranked List of Specific Problems with Information Needs

Problems	Number of Persons Needing Information	Percent of Total Problems with Information Needs	Problems	Number of Persons Mentioning Problem as Most Important	Percent of Problems with Information Needs, Two Most Important Problems
Lack of scheduled activities	7,729	6I	Looking for employment or wanting a change in jobs	4,948	8I
Looking for employment or wanting a change in jobs	6,529	5	Lack of scheduled activities	4,321	8
Quality of available education	6,201	5	Quality of available education	3,763	7
Road maintenance/markings	5,600	5	Not being able to make ends meet	2,685	5
Information about courses or programs	4,782	4	Trouble with neighborhood pets	2,557	5
Services or products unavailable, inconvenient	4,245	3	Road maintenance/markings	2,517	5
Not being able to make ends meet	4,133	3	Public transportation	2,459	4
Trouble with neighborhood pets	4,076	3	Information about courses or programs	1,967	4
Quality of services or products	4,048	3	Consumer protection	1,891	2
High cost of schooling	3,648	3	Trouble with neighbors	1,278	2
Total mentions, all problems	122,802			55,534	

Table 2-10. Ranked List of Specific Problems with Information Needs, Three Counties

Calvert County		Charles County		St. Mary's County	
Problems	Number of Persons Needing Information	Problems	Number of Persons Needing Information	Problems	Number of Persons Needing Information
Lack of scheduled activities	1,290	Lack of scheduled activities	4,832	Looking for employment or wanting a change in jobs	2,633
Quality of available education	1,238	Quality of available education	3,523	Road maintenance/markings	2,172
Public transportation	1,165	Information about courses or programs	3,366	Not being able to make ends meet	1,691
Looking for employment or wanting a change in jobs	1,141	Quality of services or products	3,156	Consumer protection	1,684
Job training/programs	941	Road maintenance/markings	2,891	Lack of scheduled activities	1,607
Other education problems	804	Looking for employment or wanting a change in jobs	2,755	Quality of available education	1,441
Rental problems	785	Trouble with neighborhood pets	2,277	Services or products unavailable, inconvenient	1,422
Unavailable or inadequate health care	772	Services or products unavailable, inconvenient	2,188	Trouble with neighborhood pets	1,407
House needs repairs or improvements	745	High cost of schooling	2,101	Job training/programs	1,143
High cost of schooling	666	Adult education	2,021	Information about courses or programs	1,092
Total mentions, all problems	20,268		68,327		34,217

In response to this question, a projected 55,534 problems were mentioned, distributed as shown in the table. The two ranked lists are quite similar, indicating that the problems cited most often are also those considered most important.

In a like manner, specific problems frequently mentioned can also be ranked according to number of information needs mentioned and number of mentions among the two most important problems. This comparison is shown in Table 2-9, with the first ranking repeated for individual counties in Table 2-10. Again, the lists are quite similar, both between the three counties and the two ranking methods.

2.4 Information Needs: Recreational Activities

"The public library should help people to develop recreational interests and pursuits.[1]"

In order to identify needs in the area of recreational activities, thirty such activities grouped into five general areas were read to the survey respondents. They were asked whether or not they participated in, or had a strong interest in, each area. The results below show substantial interest among Southern Maryland residents in recreational pursuits.

The number of respondents indentifying a particular activity as of interest to them is shown in Table 2-11, both for the individual counties and for the three-county area. In all, a projected 938,409 areas were identified by a projected 83,603

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[1]Study Request for Proposal, October 30, 1974.

Table 2-11. Identification of Recreational Interests

Recreational interests	Number of mentions of interest			
	Calvert County	Charles County	St. Mary's County	All Counties
Arts	32,862	78,404	59,882	171,149
Drawing and painting	3,596	7,347	6,105	17,049
Dance	5,752	14,797	11,109	31,658
Music appreciation/instrument	8,531	20,141	14,868	43,539
Theater/movies	7,959	22,365	16,962	47,285
Photography	4,371	8,807	7,933	21,111
Creative writing	2,433	4,288	2,794	9,515
Other	220	659	112	992
Crafts	50,912	121,982	102,329	275,225
Pottery	2,443	5,815	4,431	12,689
Weaving, macrame, knitting	5,279	10,724	8,671	24,674
Fabric work -- batik, tie-dye	2,179	6,210	8,146	16,535
Furniture refinishing	5,630	11,906	9,048	26,585
Woodworking	4,348	11,509	9,034	24,891
General handiwork about the house, car, boat	8,809	22,646	17,318	48,837
Cooking	9,599	23,888	21,697	55,183
Gardening	10,829	25,305	21,526	57,661
Other	1,796	3,979	2,395	8,170
Reading	39,667	95,492	76,275	211,432
Fiction	7,398	21,369	17,030	45,796
Science	5,481	10,306	9,374	25,161
Mysteries	6,304	18,191	14,622	39,118
History	7,544	19,539	14,868	41,949
Biographies or autobiographies	6,066	17,220	14,151	37,436
Other	6,874	8,867	6,230	21,972
Athletics	49,570	104,666	84,589	238,828
Baseball, football, basketball	9,997	22,360	19,562	51,921
Sailing, rowing, swimming	9,047	20,734	17,231	47,010
Bowling	6,869	13,530	12,924	33,323
Tennis, handball, paddle-tennis	5,159	13,772	9,875	28,808
Fishing, hunting, archery, marksmanship	9,994	19,475	19,144	48,612
Track and field	2,813	6,972	3,865	13,651
Other	3,963	7,823	3,716	15,502
Animal care and training	7,031	14,521	13,361	34,912
Other	2,167	3,633	1,062	6,863
TOTAL	182,209	418,698	337,496	938,409

respondents, for an average of 11.2 areas per person. The number of responses varied from 57,661 for "gardening" to 992 for "other arts." The category most often cited involved crafts.

A wide variety of activities were cited when the respondent was asked for other interests in a particular category. These are listed in Appendix H. Frequently mentioned "others" included horseback riding, golf, bike riding, and hiking in athletics, sewing in crafts, and camping and travel as "others". Many specific interests were mentioned in the reading category, including medical and religious materials, and newspapers and magazines were also mentioned as frequently read.

The ten most frequently cited activities from the list used are shown in Table 2-12. The same ten interests were mentioned most frequently in each of the three counties. As stated above,

Table 2-12. Ten Most Cited Recreational Interests

Recreational Interest	Calvert County		Charles County		St. Mary's County		All Counties		
	Number of Residents Citing Interest	Interest Ranking	Number of Residents Citing Interest	Interest Ranking	Number of Residents Citing Interest	Interest Ranking	Number of Residents Citing Interest	Percent of Residents	Interest Ranking
Gardening	10,829	1	25,305	1	21,526	2	57,661	69%	1
Cooking	9,599	4	23,888	2	21,697	1	55,183	66	2
Baseball, football, basketball	9,997	2	22,360	5	19,562	3	51,921	62	3
General handiwork about the house, car, boat	8,809	6	22,646	3	17,381	5	48,837	58	4
Fishing, hunting, archery, marksmanship	9,994	3	19,475	10	19,144	4	48,613	58	5
Theater/movies	7,959	8	22,365	8	16,962	8	47,285	57	6
Sailing, rowing, swimming	9,047	5	20,734	7	17,231	6	47,010	56	7
Reading fiction	7,398	10	21,369	6	17,030	7	45,796	55	8
Music appreciation/ instrument	8,531	7	20,141	4	14,868	9	43,539	52	9
Reading history	7,544	9	19,539	9	14,868	10	41,949	50	10

gardening was cited most frequently, with 69 percent of the Southern Maryland residents overall showing an interest in it. The results show strong interest in all recreational categories, and are notable in that all ten activities were cited by more than half of the respondents. This is in marked contrast to the list of ten most cited problems, where each problem was cited by between 15 and 25 percent of the population.

Considering the six problem categories, the total number of cites per category is repeated in Table 2-13, with the categories ranked in order of the number of times they were identified as interests. Crafts and athletics lead the list, although all categories are high in terms of average cites per individual topic. An average of 35,239 people mentioned each of the activities covered under reading. Rankings were the same in each of the three counties.

In order to identify differences in recreational interests, the percentage of interests mentioned in each recreational category for different groups of people was considered. These data are shown in Table 2-14. In general, results show considerable similarity in interests among residents of the three counties, with only a few differences.

Interests in the arts and athletics seem to decline with increasing age, while craft activities and reading become more popular. By sex, as might be expected, more interest is expressed in athletics by males than by females. Relative interest in crafts declines with increasing educational and income levels. Similarities of interest between users and non-users are notable.

Table 2-14 also shows the average number of interests cited by each respondent for each of the groups considered. Here we see that the number of activities mentioned decreases with age and increases with educational level. Library users cited 13.3 in-

Table 2-13. Ranked List of Recreational Interest Categories

Recreational Interest Category	Calvert County		Charles County		St. Mary's County		All Counties	
	Number of Citations	Percent of all Interest Citations	Number of Citations	Percent of all Interest Citations	Number of Citations	Percent of all Interest Citations	Number of Citations	Percent of all Interest Citations
Crafts	50,912	28%	121,982	29%	102,329	30%	275,225	29%
Athletics	49,570	27	104,666	25	84,589	25	238,828	25
Reading	39,667	22	95,492	23	76,275	23	211,432	23
Arts	32,862	18	78,404	19	59,882	18	171,149	18
Animal Care	7,031	4	14,521	3	13,361	4	34,912	4
Other	2,167	1	3,633	1	1,062	*	6,863	1
Total	182,209	100%	418,698	100%	337,496	100%	938,409	100%

* less than 1%

Table 2-14. Percentage of Interest Citations by Demographic Groups

Demographic Characteristic	Percentage of Citations in Recreational Area						Average Number of Citations Per Person
	Crafts	Athletics	Reading	Arts	Animal Care	Other	
Total Number of Citations	275,225	238,828	211,432	171,149	34,912	6,863	11.2
County							
Calvert	28%	27%	22%	18%	4%	1%	11.8
Charles	29	26	23	19	3	1	11.3
St. Mary's	30	25	22	18	4	*	10.9
Age							
18-24, not head of household or spouse of head of household	22	30	20	24	3	*	14.0
18-24, head of household or spouse of head of household	30	27	20	18	5	0	12.8
25-64	30	25	23	17	4	1	11.4
65 and over	34	22	26	13	4	1	6.7
Sex							
Female	31	23	23	19	4	1	11.6
Male	27	30	21	18	4	1	10.7
Education							
Some or completed grade school	36	26	17	16	5	1	6.9
Some high school	31	27	20	19	3	1	10.6
Completed high school	29	25	23	19	4	1	11.7
Some college	28	26	25	17	4	1	13.6
Completed college or post-graduate	26	23	26	21	3	1	15.0
Household Income							
0 - $ 6999	34	16	24	21	4	1	8.2
$ 7000 - $12999	32	24	23	18	4	1	11.6
$13000 - $18999	31	25	22	17	3	1	12.0
$19000 - $24999	27	26	23	19	4	1	12.6
$25000 or more	26	27	24	19	3	1	12.7
Unknown or refused	28	27	20	19	4	1	9.5
Users	28	24	23	18	4	4	13.3
Non-users	31	27	22	18	1	1	9.7

terests on the average, while non-users cited 9.7 recreational interests.

These figures represent average numbers of activities cited by each of the groups considered. For individuals, the actual range of recreational interests mentioned was from zero to 26 out of the 31 possible activities. Only one percent of the respondents cited none of the specified recreational interests.

In view of the goals of this study, it is interesting to further consider the reading interests of Southern Maryland residents. Overall, an average of 2.5 of the six categories of reading material specified were mentioned as of interest. Relative interest in reading increased with age, as it did with educational level. An average of 3.9 of the six reading categories were mentioned by college graduates. For library users and non-users, percentage results were similar but users cited an average of 3.1 categories while non-users mentioned only 2.1.

In addition to identifying their recreational interests, respondents were also asked, for each of the general categories in which they had mentioned one or more activities, to specify whether or not they need materials or services related to that area. A number of materials and services--books and magazines, records, films, reference assistance, advice from experts, class rooms, and equipment were each presented to the respondent for their consideration. Results of this series of questions are shown in Tables 2-15 and 2-16. A total of 254,078 activities were considered, with the range of associated service or material needs going from 12 percent for records to 36 percent for books and magazines. Referrals would be useful for 28 percent of activity interests, and classes in 24 percent. Perhaps of most importance in this table is the identification of substantial interest in a wide range of library services and materials.

Table 2-15. Material and Service Needs for Recreational Interests

Type of Material or Service	Number of Needs Mentioned	Percentage of Activity Mentions
Books and magazines	92,312	36%
Advice from experts	71,278	28
Classes	59,717	24
Reference assistance	57,159	22
Equipment	45,308	18
Films	33,742	13
Rooms	30,823	12
Records	30,405	12

Table 2-16. Percentage of Total Information Needs Mentioned for Each Service or Material

Recreational Category	Type of Material or Service								Total Number of Needs Mentioned
	Books Magazines	Records	Films	Reference Assistance	Advice from Experts	Classes	Rooms	Equipment	
Crafts	22%	5%	7%	13%	18%	16%	8%	11%	118,816
Arts	17	11	9	13	15	16	7	12	98,263
Reading	30	9	7	18	13	9	7	8	82,269
Athletics	18	5	10	10	20	15	8	15	67,143
Animal Care	25	6	8	13	21	14	6	8	47,838
Other	17	11	14	10	19	9	8	12	6,415
Total	22	7	8	14	17	14	7	11	420,744

Table 2-16 identifies information needs for the six activity categories. Notably greater than average percentages of needs are felt for books for reading, records for the arts, reference assistance for reading, referrals for animal care, and equipment for athletics. Again of interest is the expressed range of needs for services and materials.

Based on the above results, the six recreational categories can be ranked in order of total number of information needs mentioned. This is done in Tables 2-17 and 2-18. Similarly, these same categories requiring information can also be ranked on the basis of a question asking the respondents for their two most important recreational categories. In response to this question, a projected 74,814 interests were mentioned, distributed as shown in the table. Comparing Table 2-17 with the ranked list of Table 2-18, we infer that information needs are less often felt in connection with athletic activities than with other recreational interests. Further, considering their most important interests, respondents ranked reading higher than its previous position.

2.5 Information Needs: Education

"The public library should help people to acquire information to fulfill education requirements.[1]"

In considering needs in the educational area, both academic coursework and job-related activities were covered. The projected number of survey respondents involved in each of these activities is shown in Table 2-19, with breakdowns provided by county. Overall, 16 percent of the population has taken academic courses or formal classes or instruction in the past year, while 21 percent are doing something to upgrade their job skills, help

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[1]Study Request for Proposal, October 30, 1974

Table 2-17. Ranked List of Recreational Categories with Information Needs

Recreational Categories	Number of Persons Needing Information	Percent of Total Interests with Information Needs	Recreational Categories	Number of Persons Mentioning Interest as Most Important	Percent of Interests with Information Needs, Two Most Important Problems
Crafts	118,816	28%	Crafts	24,331	33%
Arts	98,263	23	Reading	16,664	22
Reading	82,269	20	Arts	14,156	19
Athletics	67,143	16	Athletics	11,405	15
Animal Care	47,638	11	Animal Care	7,220	10
Other	6,415	2	Other	1,038	1
Total	420,744	100%	Total	74,814	100%

Table 2-18. Ranked Lists of Recreational Categories with Information Needs, by County

	Calvert County			St. Mary's County			Charles County		
Recreational Categories	Number of ~~Persons~~ Needing Information	Recreational Categories	Number of Persons Mentioning Interest 1st or 2nd Most Important	Number of ~~Persons~~ Needing Information	Recreational Categories	Number of Persons Mentioning Interest 1st or 2nd Most Important	Number of ~~Persons~~ Needing Information	Recreational Categories	Number of Persons Mentioning Interest 1st or 2nd Most Important
Crafts	40,496	Crafts	10,576	22,528	Crafts	2,812	55,792	Crafts	10,176
Reading	34,109	Reading	9,385	19,070	Arts	3,581	46,726	Athletics	6,024
Arts	32,468	Arts	6,553	16,264	Reading	2,467	35,877	Reading	4,812
Athletics	17,379	Athletics	3,017	13,887	Athletics	2,361	31,893	Arts	4,790
Animal Care	13,927	Animal Care	2,586	7,487	Animal Care	873	26,425	Animal Care	3,763
Other	240	Other	120	1,577	Other	174	4,594	Other	743
Total	138,619	Total	32,237	80,813	Total	12,268	201,307	Total	30,308

Table 2-19. Educational Activities of Southern Maryland Residents, by County

Population	Persons taking academic course work in past year		Persons involved in training to improve job skills	
	Number of Persons	Percent of Population	Number of Persons	Percent of Population
Calvert County	1,478	10%	3,408	22%
Charles County	6,974	19	7,655	21
St. Mary's County	5,196	17	6,497	22
Total Population	13,648	16%	17,560	21%

keep their job, or advance on the job. A somewhat greater proportion of Charles County residents are involved in formal education, with a considerably smaller proportion in Calvert County. Activities related to job skills remain constant among the three counties.

Those persons taking formal course work were asked to identify the institution providing the instruction. Appendix H contains the complete list of 53 institutions. Most often mentioned was Charles County Community College. For this group, course topics were also identified, as shown in Table 2-20. In all, a projected 44,780 courses were identified, for an average of 3.3 courses per student respondent. Course topics are widely distributed, but professional and trade or technical subjects are most often taken. Forty-four and forty-three percent respectively of the respondents taking formal course work mentioned these topics.

Again, for formal educational activity, survey respondents were asked whether or not they had related informational needs. In this case they were asked for needs beyond class textbooks and materials supplied by the instructor, that is, for materials and service needs which might reasonably be provided by the public libraries. Data resulting from these questions are presented in Tables 2-21 and 2-22.

A projected total of 39,242 courses were considered, with the range of associated service or material needs going from 14 percent for records and tapes to 32 percent for supplemental books, newspapers, and journals. Study rooms would be helpful for 17 percent of the courses, and equipment for 15 percent. Table 2-22 identifies information needs within the 13 course topic categories. On the average, 41 percent of needs cited were for supplemental books, newspapers and journals; 22 percent for equipment; 20 percent for records and tapes; and 18 percent for study rooms. Notably higher percentages than these were observed for

Table 2-20. Subject of Formal Educational Activity

Course Topic	Number of Courses Mentioned	Percent of All Courses Taken
Professional Subjects	6,051	14%
Trade or Technical Subjects	5,916	13
Literature	4,811	11
Mathematical Sciences	4,246	9
Social Sciences	4,120	9
History and Philosophy	3,582	8
Life Sciences	3,035	7
Physical Sciences	2,872	6
Other	2,755	6
Languages	2,592	6
Arts and Applied Arts	2,576	6
Engineering	1,808	4
Agricultural Sciences	416	1
Total	44,780	100%

Table 2-21. Supplemental Material and Service Needs for Formal Educational Activities

Type of Material or Service	Number of Needs Mentioned	Percent of Course Mentions
Supplemental Books, Newspapers, Journals	12,753	32%
Study Rooms	6,741	17
Equipment	5,956	15
Records and Tapes	5,409	14

Table 2-22. Percent of Total Information Needs Mentioned for Each Course Topic

Course Topic	Type of Material or Service				
	Supplemental Books, Newspapers, Journals	Study Rooms	Equipment	Records and Tapes	Total Number of Needs Mentioned
Trade or Technical Subjects	37%	18%	25%	20%	5,342
Professional Subjects	47	17	22	14	4,712
Social Sciences	42	17	27	14	3,722
Mathematical Sciences	36	21	22	21	3,202
Literature	57	7	25	11	2,618
Physical Sciences	45	23	11	21	2,159
Other	37	26	12	26	2,105
History and Philosophy	36	26	18	20	2,061
Life Sciences	47	5	29	19	2,033
Languages	35	20	25	20	1,202
Engineering	29	21	7	43	803
Arts and Applied Arts	37	6	28	28	780
Agricultural Sciences	0	0	0	100	120
Total	41%	18%	22%	20%	30,859

supplemental books, etc., for the life sciences, arts, and social sciences, records and tapes for engineering and art, and study rooms for history and philosophy.

The list of course topics shown in Table 2-22 is in rank order of information needs mentioned. Comparing this with an earlier ranking in Table 2-20, showing courses taken, we find the two similar, suggesting a like pattern between courses taken and information requirements to support them.

Now, considering job-related educational activities, we can identify the types of programs participated in by the projected 17,560 persons involved in training to improve job skills. These results are shown in Table 2-23. On-the-job training and reading and self-study were the most common activities, participated in by 66 and 59 percent respectively of the persons mentioning some job-related educational activity. In all, 33,363 activities were identified, for an average of 1.9 activities per respondent involved in training.

To determine the subject area of job-related training, the occupations of respondents were considered. As shown in Table 2-24, professional and technical and clerical workers and craftsmen are most often involved in job-related training. The figures for these three groups respectively represent 50, 34 and 46 percent of the total population in the specified occupational category. Both the number of people involved in training and the percentages of those people in their occupational category are considerably less for the remaining occupational categories.

Identification of information needs for activities mentioned was included in the survey questionnaire. Only 15 percent or a projected 2,580 persons participating in job-related educational activities felt they needed additional information.

Table 2-23. Type of Job-Related Educational Activity

Educational Activity	Number of Persons Participating	Percent of All Activities Participated In
On-the-job training	11,611	35%
Reading, self-study	10,150	30
Courses at school	5,082	15
Correspondence training	3,134	9
Other activities	2,430	7
Apprentice program	956	3
Total	33,363	100%

Table 2-24. Occupation of Persons Involved in Job-Related Training

Occupation	Number of Persons Involved in Job-Related Training	Percent of Total Persons Involved in Job-Related Training	Percent of Persons in Occupation
Professional, Technical and Kindred Workers	4,164	24%	50%
Clerical and Kindred Workers	3,979	23	34
Craftsmen and Kindred Workers	3,475	20	46
Service Workers, excluding Private Household	1,672	10	23
Operatives	955	5	20
Managers and Administrators, except Farm	832	5	23
Sales Workers	600	3	33
Students	575	3	26
Housewives	448	3	2
Retired	257	1	3
Laborers, except farm	238	1	13
Private household workers	215	1	27
Farmers and farm managers	149	1	6
Totals	17,560	100%	21%

2.6 Information Needs: General and Total

"The public library should help people to acquire a general background of knowledge.[1]"

In constructing the survey instrument, the concept of general information needs proved the most elusive. It appears that, in most cases, general information needs are likely to be met by the same materials and services provided to meet problematic, recreational and educational needs. Thus general information needs are for the most part indistinguishable from other kinds of needs, and might be considered in these categories.

To identify topic areas omitted by the questionnaire in which the respondents had information needs, the survey included a question on other areas of interest. Three percent of the respondents identified additional topic areas, focusing primarily on politics and community information. Appendix H gives a complete list of other areas mentioned.

Considering all of the problem interest areas covered in this study, we can now combine the results and identify total numbers of problems and interests with related information needs. This data is provided in Table 2-25. The total number of problems/interests per person over all categories is 16.9 with the largest part of these, 72 percent, being recreational interests. Percentage information need calculations are based on results for those problems for which information needs were considered, and show a range from information needs related to 15 percent of job-related education activities to those related to 43 percent of problem

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[1]Study Request for Proposal, October 30, 1974

Table 2-25. Total Information Needs

Information Needs	Type of Problem/Interest				
	Problems	Recreational Interests	Courses	Job-Related Activity	Total
Number of Problems/ Interests Identified	397,000	938,000	41,000	33,000	1,409,000
Number of Problems/ Interests Per Person	4.8	11.2	.5	.4	16.9
Percent of Problems/ Interests for which Information is Needed	43%	12-36%	14-32%	15%	27%
Number of Information Needs Per Person	2.0	2.4	.1	*	4.5

* less than 1%

areas. On a per person basis, 4.5 information needs can be attributed to the average respondent, with 2.4, or 54 percent of these, in the area of recreation. This suggests that recreational interests and information needs dominate among Southern Maryland residents, with problem related information needs nearly as frequent.

Also related to the total information needs picture are recreational activities, formal education, and job-related training. In order to determine this, respondents mentioning information needs in one or more of the areas were asked to identify their order of importance. In all, 53,032 people, or 64 percent of the population, had one or more problem/interest-related information needs. Of these, 89 percent had responded in one or two areas, while only 11 percent had mentioned needs in three or four areas.

Results of rankings are presented in Table 2-26, expressed in terms of the percentage of total survey respondents. Problem solving needs were ranked first by 35 percent of the population, and recreational needs by 23 percent. Recreational needs were cited almost as frequently as second most important, so that total rankings in the first two levels of importance were 44 percent for both problem-solving needs and recreational needs. The composite picture of information needs shows recreational needs to be somewhat greater in quantity than problem-related needs, but with problem-solving needs more often considered most important.

Table 2-26. Rankings of Information Need Areas by All Respondents

Ranking	Area of Information Need				
	Problem Solving	Recreation	Formal Education	Job-Related Training	None
Most Important	35%	23%	4%	1%	36%
Second Most Important	9	21	2	1	66
Third Most Important	1	5	1	*	93
Fourth Most Important	*	*	*	0	99

* less than 1%.

2.7 Library Use

Of prime interest to the library striving to provide effective services to its clientele are a description of present use and the identification of peoples' perceptions of and satisfaction with existing services. Relating information needs and current practices in dealing with those needs allows the library to determine where services might be improved and where new services might be offered. This section and the one following it present data respectively on library use and attitudes towards library services and materials.

Library use can be considered both in terms of demographic groups within Southern Maryland and in terms of residents' responses to their specified information needs. These, of course, are related, since at least some information needs vary between different demographic groups.

A breakdown of Southern Maryland residents according to their reported use of the public libraries is shown in Table 2-27. Use was recorded as within the last year, more than one year ago, or never, with 43, 27 and 30 percent of the population respectively falling into these categories. In order to compare library users and non-users in various portions of this study, the user population is defined as those persons visiting the library within the last year, that is a projected 35,788 persons. Exceptions to this definition will be noted when used.

Forty-three percent of Southern Maryland residents are library users. This percentage varies somewhat among the three counties included, ranging from 39 percent in Calvert County to

Table 2-27. Library Use by Demographic Characteristic

Demographic Characteristic	Library Use				Percent of Population Derined as Users (Within Last Year)
	Within Last Year	More than One Year Ago	Never	Total	
Total	35,788	22,485	25,330	83,603	43%
County					
Calvert	6,000	3,545	5,758	15,303	39
Charles	15,101	10,185	11,845	37,131	41
St. Mary's	14,687	8,755	7,727	31,169	47
Age Group					
18-24, not head of household or spouse of head of household	6,282	2,205	1,018	9,505	66
18-24, head of household or spouse of head of household	2,563	2,221	1,550	6,334	40
25-64	24,423	15,767	17,735	57,925	42
65 and over	2,521	2,293	5,026	9,840	26
Sex					
Female	25,315	11,665	12,246	49,226	51
Male	10,473	10,821	12,964	34,258	31
Education					
Some or completed grade school	1,727	2,661	8,677	13,065	13
Some high school	4,348	5,539	5,687	15,574	28
Completed high school	17,057	10,357	6,851	34,265	50
Some college	7,944	2,335	2,464	12,763	62
Completed college or post graduate	4,286	975	1,244	6,505	66
Household Income					
0 - 6,999	3,530	3,628	5,063	12,221	29
$ 7,000 - 12,999	8,334	6,099	4,895	19,328	43
$13,000 - 18,999	7,041	4,894	5,930	17,865	39
$19,000 - 24,999	6,796	2,089	1,965	10,850	63
$25,000 +	4,810	2,617	2,336	9,763	49
Unknown or refused	4,745	2,798	4,389	11,932	40

47 percent in St. Mary's County. By age, sex, education, and income level, the percentage of library users varies more dramatically.

Considering the four age groups, we find that only 26 percent of the over 65 group reported any library use within the last year, while 66 percent of the 18-24 year olds, not heads of household, were users. One possible explanation for the difference in library usage rates between the two 18-24 year age groups is that, among the head of household sector, 19 percent of the respondents have been involved in formal academic coursework in the last year while, in contrast, 50 percent of the non-head of household group has. Sixty-two percent of all persons taking courses were library users, while, among those not in school, only 39 percent were users.

Differences in library use by sex are significant, with 51 percent of females reporting library use in the last year and only 31 percent of males in the same category. Overrepresentation of females in the survey results, as discussed earlier, will thus tend to inflate the overall proportion of library use.

By educational level, percent of library use increases as the amount of schooling increases. Thirteen percent of residents who have not been beyond grade school are library users, while 66 percent of college graduates used the library last year. Percent of library use fluctuates as household income increases, with a somewhat lower proportion of users with incomes under $7,000 and higher proportion in the $19,000 - 25,000 range.

Overall, the "typical" library user is more likely to be young with somewhat more education than the average, and more often female than male.

For the projected 35,788 library users, the number of library visits within the last year was determined. These results are shown in Table 2-28 by county. Overall, more than half of library users visited the library less than seven times - every two months or less on the average. Fourteen percent of users visited the library on the average of every one to two weeks, and only four percent were more frequent users. The average number of library visits made was 16.0, varying among residents of the three counties from 13.5 in Calvert, to 16.3 in St. Mary's, and 16.7 in Charles. It should be noted that only library visits are considered here, thus excluding telephone service, bookmobiles and Lodestar.

Among library non-users, 47 percent had used the library more than a year ago. Reasons for stopping library use were diverse, and are shown in Table 2-29. The two most frequently mentioned reasons were "too busy" and "no need for library," with nearly half of the groups citing these. Many of the other reasons expressed are similarly general, suggesting more unawareness of library services than dissatisfaction with them.

Library use is considered from the point of view of problems and interests in Table 2-30. As seen previously, the range of problems and interests mentioned with related information needs varied, with recreational interests mentioned most frequently, followed by everyday problems. When asked if the library was used to meet information needs in specific areas, responses ranged from 10 percent use for problems to 68 percent use for formal education.

These percentages can be separated into those of library users and non-users, as shown in the Table. Here 17 percent of residents with information needs related to problems, who generally

Table 2-28. Number of Library Visits Within Last Year

Number of Library Uses Within Last Year	Percent of Library Users			
	Calvert County	Charles County	St. Mary's County	Total
1 - 6	61%	52%	47%	52%
7 - 12	10	12	19	14
13 - 26	16	15	18	16
27 - 52	11	17	12	14
More than 52	3	4	4	4
Total	100%	100%	100%	100%
Average Number of Visits	13.5	16.3	16.7	16.0

Table 2-29. Reasons for Stopping Library Use

Reason for stopping library use	Percent of Response
Don't have time to go to library/too busy	27%
Don't have need for library	22
Buy my own books, equipment, or trade with friends	12
Lack of initiative to go/no special reason	8
Don't read much	6
Transportation to library is a problem	5
Use a non-public library	4
Library is inconveniently located	4
Library has inconvenient hours	2
Found information or service elsewhere (excluding non-public library and buying or trading books)	2
Went to library for other people	2
Physically unable to get to library	2
Just moved into area	2
Library didn't have service or information wanted	1
Don't like using library due to general problems	1
Inconvenient to get to library for reasons other than transportation, location and hours	1
Didn't think library had service or information wanted	1
Don't know where public library is located	*
Total	100%

* Less than one percent.

Table 2-30. Use of Library in Response to Information Needs in Problem/Interest Categories

Problems/Interest	Problem/Interest Categories				
	Problems	Recreational Interests	Formal Education	Job-Related Educational Activities	Total
Number of problems/interests with related information needs	55,534	74,814	14,815	2,516	147,679
Percent of problems/interests for which library was used	10%	37%	68%	42%	30%
Percent of library use for problems/interests by library user (use within last year)	17%	33%	86%	49%	47%
Percent of library use for problems/interests by library non-user (no use within last year)	3%	13%	15%	20%	9%

use the library, also used the library specifically for their problem(s). Overall, 47 percent of specific information needs were accompanied by library visits among library users. Some percentage (ranging from three to twenty with nine percent overall) of library use was reported by non-users. These may be people who did not physically visit the library but made a telephone call, had someone else go, or used a bookmobile. Also, they could be people who visited the library more than a year ago and so were not defined as users.

Library non-use specified in response to problem/interest-related information needs was 70 percent overall. Reasons given for this significant level of non-use are shown in Table 2-31. As with reasons for lack of general use, responses were most indicative of lack of awareness. Lack of initiative was the most often cited reason, with "no time" often cited frequently. Significant percentages of responses - 15 and 13 respectively - indicated that the respondent did not know the library could be of help or that other sources were used.

Percentage responses for eight major reasons for non-use are broken down by problem/interest category in Table 2-32. These responses account for nearly four out of every five given. As shown, responses given vary among the different categories, with "found elsewhere" ranking first for information needs related to everyday problems, and "lack of initiative" ranking first in the recreational needs area. Forty-two percent of persons with job-related educational needs did not think the library had the needed materials, a reason for non-use also ranked first by students of formal education programs.

Table 2-31. Reasons for Not Using Library to Meet Information Needs

Reason	Percent of Response
Lack of initiative or lack of thought	20%
Didn't know information needed or service was available at library	15
Used other sources (excluding other libraries or purchase of materials)	13
Don't have time to go to library, too busy	12
Library doesn't have service or information wanted	9
Don't have need for library	5
Buy my own books and equipment or trade with neighbors	4
Don't know where public library is located	4
Library is inconveniently located	4
Use libraries other than public library	3
Transportation to library is a problem	3
Just moved into area/new in area	2
Library hours are not convenient	2
Inconvenient to get to library for reasons other than transportation, location and hours	1
Don't read much	1
Physically unable to go	1
Don't like using the library due to general problems	1

Table 2-32. Major Reasons for Non-Use of the Library

Reason for Non-Use	Percentage of Responses					
	Problem-Related Needs	Recreation Related Needs	Formal Educational Needs	Self-Education Needs	Total Problem/Interest Needs	General Non-Use (From Table 2-29)
Don't have time to go to library/too busy	8%	17%	7%	0%	12%	27%
Don't have need for library	3	8	4	8	5	22
Lack of initiative to go/no special reason	19	22	21	8	20	8
Didn't think library had service or information wanted	17	11	25	42	15	1
Found information or service elsewhere	2	6	14	0	13	2
Buy my own books and equipment or trade with neighbors	21	6	4	7	4	12
Library didn't have service or information wanted	15	3	3	7	9	1
Don't read much	1	1	1	0	1	6
TOTAL	86%	74%	79%	72%	79%	79%

2.8 Attitudes Toward Library Services

A key component in understanding library use and non-use is the identification of people's knowledge of, and attitudes toward, specific materials and services provided. Related to this is the determination of the relative use of individual services and products, perhaps suggesting a measure of perceived value for each.

Our consideration of individual materials and services is based on a list provided by the libraries concerned. Thirteen categories of materials and 15 services are considered, covering the range commonly provided by a public library and including some specialized categories, e.g., materials for deaf children, reading tutorial services, and the Lodestar Project. Respondents were asked, for each of these items, whether they were aware that the library provided it; if so, whether or not they had ever used it; and if yes, their level of satisfaction with it.

Data on people's knowledge of the library's materials and services are presented in Table 2-33. As might be expected, most people are aware that books and pamphlets and magazines and newspapers are provided by the library, with from 21 percent to 63 percent being aware of other materials, those figures being for study prints and records respectively.

Bookmobile services in Southern Maryland are well known, and about two-thirds of county residents are aware of loan and reference services provided. Awareness is quite low for some services, notably the Lodestar Project at eight percent and reading tutorial services at 15 percent. On the average, only about 40 percent of respondents were aware of services provided.

Table 2-33. Knowledge of Library Materials and Services

	Percent of Respondents Aware of Library Material/Service			
	Calvert County	Charles County	St. Mary's County	Three Counties
Materials				
Books, pamphlets	87%	92%	95%	92%
Magazines, newspapers	78	83	85	83
Special materials for deaf children	30	33	33	32
Large-print books for those with poor vision	37	38	41	39
Talking books and talking book machines	28	35	41	36
Framed pictures	29	31	37	33
Study prints	17	25	18	21
Records	57	62	66	63
Cassettes	31	37	46	39
Filmstrips or films	52	57	63	58
Toys, games, puzzles	36	33	39	36
Cassette players	32	24	32	28
Projectors	39	45	53	45
Services				
Free loan of all materials listed above	61	67	77	68
Reference services	44	63	80	66
Referral service to other community agencies	27	19	34	26
Provide special referral collections for groups, classes, etc.	20	21	31	25
Meeting rooms	55	41	55	49
Large lighted magnifying glass for readers with poor vision	23	18	25	22
Story hours for preschool children	42	48	50	48
Tutorial service for adults with poor reading ability	14	11	20	15
Special programs on topics like drug abuse	31	35	45	38
Copying machine	46	56	56	54
Videotaping	18	18	30	23
Bookmobiles	81	89	91	88
Lodestar project	8	9	6	8
Bibliographic searching	22	23	25	24
Interlibrary loan	24	38	44	38

*Percentages based on total population of 83,603, with 15,303 in Calvert County, 37,131 in Charles, and 31,169 in St. Mary's.

Knowledge of library materials and services varies somewhat among counties, most notably in knowledge of reference services. Forty-four, sixty-three, and eighty percent of respondents in Calvert, Charles, and St. Mary's counties respectively are aware of reference services. Over all materials and services, average awareness of an individual service or material is 38 percent in Calvert County, 41 percent in Charles, and 47 percent in St. Mary's.

Use of library materials and services is presented in Table 2-34. For the three counties combined, 51 percent of the residents use books and pamphlets, and 40% percent use loan services. These figures represent 56 and 59 percent, respectively of persons who know the material or service is available, and 73 and 57 percent of people who have ever used a library. Other substantial categories of use are reference services (30 percent of residents), newspapers and magazines (28 percent) and bookmobiles (27 percent).

Patterns of use vary somewhat among the three counties, with a somewhat greater percentage of use in Charles County than in Calvert, and an even greater percentage in St. Mary's. Notably, 10, 27, and 42 percent of the residents of the three counties reported using reference services and 31, 51, and 61 percent reported using books or pamphlets. Over all services and material, average use of an individual service or material is 7 percent in Calvert County, 9 percent in Charles County and 11 percent in St. Mary's County.

Respondents using a service or material were queried on their satisfaction with it. Results, shown in Table 2-35, demonstrate an overwhelming satisfaction with Southern Maryland

Table 2-34. Use of Library Materials and Services

	Percent of Residents Using Library Material/Service**			
	Calvert County	Charles County	St. Mary's County	Three Counties
Materials				
Books, pamphlets	33%	51%	61%	51%
Magazines, newspapers	16	29	31	28
Special materials for deaf children	1	1	1	1
Large-print books for those with poor vision	2	1	3	2
Talking books and talking book machines	2	2	3	2
Framed pictures	2	2	5	3
Study prints	2	3	1	2
Records	7	16	14	14
Cassettes	2	4	5	4
Filmstrips or films	4	9	9	8
Toys, games, puzzles	4	5	6	5
Cassette players	1	2	4	3
Projectors	3	4	6	5
Services				
Free loan of all materials listed above	24	38	50	40
Reference services	10	27	42	30
Referral service to other community agencies	3	4	5	4
Provide special referral collections for groups, classes, etc.	1	4	2	3
Meeting rooms	16	14	12	13
Large lighted magnifying glass for readers with poor vision	0	1	1	1
Story hours for preschool children	6	10	7	8
Tutorial service for adults with poor reading ability	0	0	1	*
Special programs on topics like drug abuse	1	2	2	2
Copying machine	9	22	15	17
Videotaping	1	2	1	2
Bookmobiles	20	30	30	27
Lodestar project	1	1	1	1
Bibliographic searching	5	4	7	5
Interlibrary loan	8	15	15	13

**Percentages based on total population of 83,603, with 15,303 in Calvert County, 37,131 in Charles, and 31,169 in St. Mary's.

* Less than 1%.

Table 2-35. Satisfaction with Library Materials and Services

	Percent of Material/Service Users	
	Very Satisfied or Satisfied	Dissatisfied or Very Dissatisfied
Materials		
Books, pamphlets	96%	4%
Magazines, newspapers	96	4
Special materials for deaf children	98	2
Large-print books for those with poor vision	98	2
Talking books and talking book machines	100	0
Framed pictures	98	2
Study prints	100	0
Records	95	5
Cassettes	93	7
Filmstrips or films	97	3
Toys, games, puzzles	100	0
Cassette players	100	0
Projectors	100	0
Services		
Free loan of all materials listed above	99	1
Reference services	99	1
Referral service to other community agencies	99	1
Provide special referral collections for groups, classes, etc.	98	2
Meeting rooms	98	2
Large lighted magnifying glass for readers with poor vision	100	0
Story hours for pre-school children	100	0
Tutorial service for adults with poor reading ability	96	4
Special programs on topics like drug abuse	97	3
Copying machine	100	0
Videotaping	100	0
Bookmobiles	100	0
Lodestar project	100	0
Bibliographic searching	100	0
Interlibrary loan	100	0

library services and materials. The range of satisfaction rates goes from 93 percent to 100 percent by individual services, with the highest rate of dissatisfaction being with cassettes.

When asked what additional material or services the library might provide, 6 percent of the respondents mentioned additional materials and 3 percent mentioned additional services. Materials suggested included a greater number of more recent books, professional research material, sheet music and others. Better hours and microfilming of past newspapers were among the services requested. Responses were most often book-oriented, but did cover other media. (See Appendix H for a full list of materials and services mentioned.) Overall, requests seemed to be generally for expansions of present services and materials.

APPENDIX A

SURVEY METHODOLOGY

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SURVEY METHODOLOGY

1. Project Organization and Management

1.1 Introduction

The project design allowed for a home office and a local field office. The home office consisted of the Project Director, the Coding and Editing Supervisor (who also assisted in handling receipts and general field problems), the editing and coding staff, and other supportive staff. The home office handled problems that arose in the field, coordinated receipts of questionnaires, and prepared the data for analysis.

The main purpose of the field office was to oversee field problems concerning interviews, production, listings, and report forms. It also sent questionnaires and screening forms to the home office at least twice a week.

1.2 Role of Home Office Personnel

1.2.1 Questionnaire Log-In

Questionnaires were received several times a week from the field office in Waldorf. Validated questionnaires and validation forms were usually received in separate batches. Each batch of questionnaires received was accompanied by a transmittal form identifying the documents within the package.

When the documents had been checked against the transmittal they were then logged into the home office Master Control Log.

Logging in was a vital aspect of management, because it represented the most accurate record of the status of all cases. On a weekly basis, a log count was made of completed screeners and completed questionnaires and compared to the latest transmittal. This not only served the purpose of finding any recording errors in the log, but to keep an up-to-date account of progress toward the required number of completed questionnaires.

1.2.2 Coordination of Problems in the Field

A major function of the home office was to keep abreast of field activities so that problems arising could be handled with ease. The field office was to notify the home office of any problems that arose in interviewing or listing. These problems could be such things as incorrect listing, insufficient number of required calls on a household, etc. Likewise, the home office would call upon the field office to take care of any problems that it became aware of, such as problems with hours/expenses, case status, incorrectly selected respondents, or questionnaire errors or omissions in recording.

In general, most problems were handled at the field office. However, the home office was ready to answer any questions that the supervisor had.

1.2.3 Time and Expense Reports

The home office usually received the Time and Expense reports on Tuesday. This allowed adequate time to check them

over for errors in hours and expenses before turning them over to the Accounting Department. The reverse side of the Time and Expense Report, the Daily Report, provided Westat with important information used to determine production and production costs for each interviewer.

1.3 Role of the Field Supervisor

The job of the field supervisor was to (1) coordinate all activities of the interviewer, and (2) expedite the procedures developed for this study. She reported to the home office at least 2 times a week to advise Westat of field progress. She also contacted interviewers on a regular basis. The main duties of the field supervisor were to:

- Log-in material
- Edit questionnaires
- Provide feedback to interviewers
- Check Time and Expense reports
- Validate questionnaires
- Check weekly status reports
- Check transmittal forms

The interviewers checked in at the field office each Friday. During this time the field supervisor received materials completed that week and discussed any administrative matters, problems, or questions with the interviewer.

The first duty of the field supervisor was to check the documents received against each interviewer's transmittal - essentially the same task as that of the home office. After each case was accounted for, she then used the status report to

check over screeners and questionnaires to verify status. Later each case was logged in. Next, she checked the time and expense reports for errors in recording production and hours and made corrections where necessary.

Once all materials were put in order, they were logged in. Each case was logged in by area in the Field Master Control Log.

Another task of the field supervisor was editing. This task of checking over a percentage of the interviewer's work served several purposes. One, it provided feedback to the interviewers on common errors; and two, it allowed the field supervisor to conveniently retrieve missing information while questionnaires were still in the field.

The final duty was to validate questionnaires. A detailed discussion of this procedure can be found in Section 5.2, Validation Procedures.

2. Sample

2.1 Introduction

The sample design for the Southern Maryland Regional Library Study is a multi-stage, stratified, clustered probability sample. The stages of selection were (1) enumeration districts, (2) segments within EDs, (3) households within segments, and (4) eligible persons within the households.

The sample contained 930 eligible persons from 885 households located in 87 clusters of houses (areas).

The sample was stratified by county. The probabilities of selection were established to provide approximately self-weighting samples for eligible persons within each of the three counties. (However, proportional allocation was not used between counties so the sample is not self-weighting between counties.)

The sample represents only the population living in housing units (hu's). Group housing such as dormitories, boarding houses, hospitals, etc. was not included in the sample.

2.2 Selection of Enumeration Districts and Segments

Each of the three counties is divided into enumeration districts (ED's) by the Bureau of the Census. These ED's average about 350 hu's, but there is a fairly wide variation about this average.

Westat listed the ED's in order by Census ED code within Census minor civil division (MCD) code within county.

Housing unit counts were obtained for each ED from 1970 Census of Population and Housing data tapes. An ED with less than 15 hu's (there were only two such ED's) was grouped with the ED immediately preceding it on the list.

The number of segments for each ED was determined by dividing the number of hu's in the ED by 20 and rounding it to the nearest integer (for ED's not in places[1]) or to the nearest even integer (for ED's in places). The number was used in subsequent steps as the measure of size of the ED.

Each ED selected in the sample that was not in a place was to be subdivided into the number of segments specified, and one segment (chosen at random) was to be used for sampling purposes. Each selected ED that was in a place was to be subdivided into half the number of segments specified, and one area (consisting of two segments), chosen at random, was to be used.

In selecting the sample of ED's, the number of segments wanted in the sample from each county was determined. A total of 87 segments was selected from the three counties. Proportional allocation based on the population in each county would have yielded only 19 segments (approximately 190 housing

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[1]The term "place" refers to a concentration of population. Although the existence of legally prescribed boundaries, powers, and functions is not a criterion for this classification, most of the places identified as such are incorporated as cities, towns, villages, or boroughs. However, unincorporated places are identified in this code scheme and treated in the same manner as incorporated places of the same size if they have densely settled population centers and overall populations of 5,000 or more inside an urbanized area or 1,000 or more outside an urbanized area.

units to be interviewed) in one of the counties. On the other hand, equal county samples (i.e., 29 segments, 290 sample housing units) would have unduly increased the variance of the regional estimates. As a compromise, the averages of the equal allocations and proportional allocations were used. These are shown in Table A-1.

The sampling interval was calculated separately for each county:

$$I_j = \frac{\Sigma S_{ij}}{s_j}$$

where I_j = sampling interval for county j

S_{ij} = number of segments in i^{th} ED in county j

s_j = number of segments wanted in sample from county j

Using the sampling interval and a random start (different for each county), a sample of ED's was drawn, using the number of segments as the measure of size of each ED. The intervals and random starts are shown in Table A-1.

The selected segment within the ED is the one in which the sum of the random start and the cumulation of intervals fell.

Table A-1. Allocation of Sample to Counties

County	1970 HU's	Number of Segments[1]	Sample Segments Allocated	Sampling Interval	Random Start
Calvert	7,906	397	24	16.54	3.93
Charles	13,550	680	31	21.94	9.06
St. Mary's	14,254	713	32	22.28	16.15
	35,710		87		

[1] Summed over ED's in county

2.3 Selection of Clusters Within ED's

Each ED was conceptually divided into its appropriate number of clusters. In an ED not in a place, a cluster consisted of one segment. In an ED in a place, a cluster consisted of two segments. Ideally, a cluster was defined as a part of the ED comprising a small land area with definable boundaries, containing approximately $1/n^{th}$ of the number of year-round-housing units in the ED, where n is the number of clusters in that ED. Where known physical boundaries in the ED did not permit this extensive segmentation, some of the defined areas contained more than one cluster. These areas had approximately 2/n, 3/n, etc. of the housing units. In these cases, the cluster was defined to consist of a subsample of the housing units in the land area, e.g. if the land area was estimated as including 3/n of the housing units in the ED, a cluster would include 1/3 of the units, etc.

Census county and place maps, county highway maps, Chamber of Commerce maps (for Charles County), and the R.L. Polk Directory of Addresses (for Lexington Park) were obtained, and used to divide ED's into segments. Using the physical features (e.g., roads, waterways) and culture (e.g., housing units, churches, schools) shown on the maps and the addresses listed in the directory, a local resident familiar with the tri-county area divided each selected ED into its proper number of clusters. (He was not told beforehand which segments were the selected ones.)

2.4 Selection of Housing Units Within Areas

When the selected land area had a measure of size of one, it was the sample cluster and was field listed. When it had a measure of more than one, the procedure called for field listing all housing units and choosing every 2nd, 4th, etc. unit, the rate depending on the measure of size of the land area. The chosen hu's were defined as the sample clusters.

Within the selected clusters located in places, every fourth housing unit (beginning with a random start) was selected for the sample. Within the selected clusters not in places, every second housing unit was selected.

The field listing and interviewing were accomplished concurrently.

2.5 Selection of Eligible Persons Within Household

In order to keep interviewing time within a household within reasonable bounds and in an effort to diversify responses, no more than one person in each eligible age group was interviewed in each household. The eligible age groups are (1) 18-24 years old, inclusive, (2) 25-64, and (3) 65 or over. Hence, no more than three interviews could be conducted at any one household.

In households with several persons in one eligible age group, one person was selected at random in the following manner. The interviewer determined the number of persons in the age group, listed them in order of age on the screening form, then referred to a "Sampling Table" which showed which person was selected for the interview. The interviewer then circled the line number of the person or persons selected. For specific procedures see Interviewer's Manual p. 61-63.

2.6 Weighting

Survey responses were weighted to reflect the adult population of the three county area. Weights were computed as follows. The weight for each respondent was actually the result of four components multiplied together.

The first component is the inverse of the probability of selection of the household. The probability of selection of the household differed depending on (1) the county in which the household was located and (2) whether the household was in an urban or a rural area.[1]

The values of the first component are:

County	Urban	Rural
Calvert	66.16	33.08
Charles	87.76	43.88
St. Mary's	89.12	44.56

The second component of the weight is an adjustment for household nonresponse. This component adjusted the results to reflect households which fell into the sample but for which no responses were obtained. This value also depended on the county and urban-rural location of the household. The second component values are:

County	Urban	Rural
Calvert	1.167	1.082
Charles	1.278	1.142
St. Mary's	1.170	1.097

[1] An urban area was defined as an area located in place as defined by Census in 1970. A rural area was any area that was not urban.

The third component is the inverse of the probability of selection of the person (respondent) within his/her age group within the household. For example, if there were three persons in the 25-64 age group within the household and one was selected, the probability of selection would be 1/3 and the weight (third component) would be 3/1 or 3.

Because of the method used to select persons within an age group within a household (specifically, if there were five or more persons in an age group within a household, a second person had a chance to be selected as a respondent), the maximum the third component value could be is 4.

The fourth component of the weight is an adjustment for person nonresponse within a particular age group. This component adjusted the results for persons who were selected for the sample and who were in households for which a screening form was completed but who, for some reason, did not answer the questionnaire. This value was dependent on the county location and the age group of the respondent:

County	Age Group 1 and Age Group 2	Age Group 3	Age Group 4
Calvert	1.395	1.216	1.294
Charles	1.272	1.235	1.248
St. Mary's	1.123	1.231	1.145

The weight for each respondent was the produce of multiplying the four components together.

2.7 Mapping

The process of assigning areas to interviewers began with mapping out the interviewers' residences on individual county maps. This enabled the home office to cluster assignments in a geographically feasible manner.

From a large detailed map, each individual area to be assigned was copied and attached to the appropriate listing material for that area. This enlarged map of an area was heavily outlined. It showed the area in detail: outlining boundaries, designating streets, etc.

These enlarged maps also allowed space for the interviewer to fill in unnamed roads, or draw in unmapped roads where the map was deficient.

The home office marked out a "path of travel" on these maps. Arrows were used to indicate the direction to be travelled in canvassing an area's interior passageways. Also, each interviewer received a map of the entire county with each of her assigned areas outlined on it. In this way the interviewer could easily locate an area within the boundaries of a county.

2.8 Listing

Once the maps were prepared Address Listing Sheets (see Attachment D) were attached. Each interviewer was given not only the necessary maps, but an appropriate number of address

listing sheets to list the dwelling units in an assigned area. These listing sheets were prepared by the home office. Each one contained important information, such as the area number, and whether the area was urban or rural. Also, a minimum/maximum range was noted at the top of the page. This number gave the interviewer an idea of the number of dwelling units to expect. Finally, the listing sheet showed those dwelling units predetermined for interviewing by circling the line number of every second or fourth house, depending on the type of area.

The interviewer also received an Additional DU Sheet (see Attachment D). This was used by the interviewer when it was discovered that what was thought to be a single-family home was actually occupied by two or more families. The first family was listed on the Address Listing Sheet, while the other families' dwelling units were listed on the Additional DU Sheet. All households listed on the Additional DU Sheet were interviewed.

Once a new area was assigned, the first duty of the interviewer was to "cruise" it. While riding through the area, the interviewer would establish the boundaries, determine if the number of dwelling units fell within the allowable range, fill in names of all roads and look for unmapped roads, and generally survey the area for possible problems.

In listing difficult areas (such as rural areas) the interviewers were to follow a path of travel as previously mentioned. A star, indicating the starting point, was usually placed at a main intersection. This allowed the interviewer to easily locate the starting point for an area. In some

cases, usually in more urban areas, the interviewer was allowed to lay out her own route. However she was always to list:

1. Only within the boundaries of the designated area, and
2. To her right.

The interviewers were instructed to list and interview concurrently.

2.9 Computing Standard Errors

Standard errors were calculated on 56 variables. Fourteen questions were chosen from the questionnaire. Errors were calculated for each county as well as for the total population.

The formulas for the computation of estimates are shown below.

2.9.1 Definition of Strata

In order to define strata for standard error estimates adjacent pairs of segments (adjacent in terms of selection criteria) were grouped together.* Therefore, there were 43 strata (i.e., pairs of segments).

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*In Charles County, where there was an odd number of segments, the data in the last selected segment were used in computations for totals and proportions, but were not used in the standard error computations.

2.9.2 Estimates of Totals

The estimate of the total number of people in Southern Maryland that have some specified characteristic is:

$$x' = \sum_{k} W_k x_k$$

where W_k = weight for k^{th} person

x_k = value of the x characteristic for the k^{th} person.

The estimate, $s_{x'}$, of the standard error of an estimated total is

$$s_{x'} = \sqrt{\sum_{h}^{43} (x'_{h1} - x'_{h2})^2}$$

where

x'_{h1} = weighted total for the x characteristic in the first segment in the h^{th} stratum,

x'_{h2} = weighted total for the x characteristic in the second segment in the h^{th} stratum.

2.9.3 Estimates of Proportions

The estimate of a proportion of the population having some characteristic is defined as:

$$p = \frac{y'}{x'}$$

where

x' is the estimate of the total number of persons in the base of the proportion,

y' is the estimate of those persons with some specified characteristic.

The estimate, s_p, of the standard error of p is

$$s_p = \left(\frac{y'}{x'}\right)\sqrt{\frac{\sum_h (x'_{h1} - x'_{h2})^2}{(x')^2} + \frac{\sum_h (y'_{h1} - y'_{h2})^2}{(y')^2} - 2\,\frac{\sum_h (x'_{h2} - x'_{h2})(y'_{h1} - y'_{h2})}{(x')(y')}}$$

The estimated standard errors provide a means for determining the reasonable range of variation in the sample estimates as compared with what would have been obtained by interviewing all of the people in the counties from which the sample was drawn. The chances are about 2 in 3 (67%) that the result of a complete census of all persons would be included in an interval computed by subtracting and adding the estimated standard error to the sample estimate. Similarly, the chances are about 19 in 20 (95%) that the result of a complete census would be included in an interval computed by subtracting and adding twice the estimated standard error to the sample estimate, and thus the chances are about 1 in 20 that a complete census would yield a result outside this interval.

The tables of the errors are reproduced in Appendix C. One should remember, then, using these tables, that the estimated total is defined as the total number of people 18 years or older living in the three-county area. We can obtain an estimated interval that can be interpreted with 95 percent confidence as including the result that would be obtained from a complete census of all persons, as follows:

F-1 People Who Visited the Library Within the Past Year

	Total
Estimated Total	35788.3400
Stat. Error of the Total	3789.4894
Estimated Proportion	.4281
Standard Error of Proportion	.0254

Number of People Visiting the Library Within the Past Year

35,788 plus or minus 2 x 3789

One is 95% sure that the number of people in the three-county area who visited the library within the past year is between 28,210 and 43,366.

Percent of People Visiting the Library Within the Past Year

42.8% plus or minus 2 x 2.5%

One is 95% sure that the percentage of people in the three-county area who visited the library within the past year is between 37.8% and 47.8%.

3. Survey Instruments

3.1 Introduction

The screening form and the questionnaire were developed by Westat personnel in coordination with personnel from Southern Maryland Regional Library Association.

Questions for the survey instruments came from two primary sources. These were instruments developed by Westat for the Regional Planning Council in Baltimore, Maryland and from an instrument developed for the Colorado State Library.

Westat conducted an informal pretest among nine respondents. Instruments were administered by personnel who had been responsible for their design. Upon completion of the pretest the instruments underwent revisions. Revisions included shortening the questionnaire and clarifying interviewer instructions on both the screening form and questionnaire (See Appendix A and Attachment A).

The main use of the screening form was to help in the selection of respondents from among eligible household members, to record information on calls to the household and the outcome of the case, and to record information for validation purposes.

The questionnaire responds to the objectives outlined in the RFP. Section A records whether or not the respondent has certain problems or questions (in the areas of neighborhood, consumer services, housing, employment, education, transportation, finances, discrimination, health, legal services or

crime), whether the respondent needs information in an area of concern and if so whether s/he has gone to the library for that need. If the respondent has not sought out information needs at the library, the interviewer probes to find out why. The preceding question, i.e., satisfying needs through library sources, is repeated in many sections throughout the questionnaire.

Section B covers the recreational needs of the respondent by area (e.g., painting) and by type of need (e.g., reference assistance). The respondent is asked whether s/he has tried to obtain services or materials at the library pertaining to needs mentioned and if not, why not.

Section C concerns the educational needs of the respondent, and service requirements needed.

Section D covers self-educational needs while Section E covers other general needs not previously specified. The respondent is next asked to rank group needs (e.g., problem solving, recreation, etc.) by priority. Section F records user/non-user data as well as the respondent's knowledge of library services and materials.

The last section records basic demographic data such as education, occupation, age, race, sex and income.

The questionnaire took approximately 35-40 minutes to administer.

3.2 Special Comments

The interviewers who administered the Southern Maryland Library questionnaire were asked to comment on any problems they had concerning the questionnaire.

There were a few criticisms that most of the interviewers agreed upon. One was that some wording in the questionnaire was not geared to the average respondent. Words and phrases such as consumer protection, housing regulations, discrimination, and tutorial services for adults, were not understood by some of the rural respondents.

Another problem encountered by the interviewers was the placement of the neighborhood questions at the beginning of Section A. Some respondents were ill at ease when interviewers started the interview by asking them if they had a problem with or question about their neighbors.

There seemed to be some confusion on the question concerning public transportation (A-6). Respondents said they had no question about or problem with the public transportation system. Interviewers mentioned that some respondents while answering no to the question did say there was a need for public transportation.

Aside from these criticisms, the questionnaire and the screening form worked well.

4. Interviewer Recruitment and Training

4.1 Recruitment and Selection Procedures

Interviewer recruitment started about one month prior to interviewer training. Advertisements were placed in local newspapers throughout the three county areas, i.e. The Maryland Independent, The Citizen News, St. Mary's Guardian, as

well as the Washington Post. Response from the advertisements was good but contacts were also made with the Employment Service in St. Mary's and Calvert Counties to recruit more interviewers from those areas.

Applicants were interviewed in person by a qualified Westat staff member or by the field supervisor in Waldorf, Maryland.

During the personal interview, applicants were told a little about Westat and the Southern Maryland Study. The applicant was asked to complete a personnel form (see Attachment B). The supervisor then discussed the applicant's previous job experience (e.g., main duties, interviewing experience, etc.). Each applicant was asked to rate herself on her ability to follow directions, read aloud, and on her preference for planning her own schedule.

Each applicant was then asked to interview the supervisor, using one page from the questionnaire. She was then asked why she wanted the interviewing job. Finally, the applicant was asked to look at a map of the three-county area and tell the supervisor with which areas she was familiar.

Twelve interviewers were selected from applicants interviewed.

4.2 Training Materials and Procedures

Training took place at Charlotte Hall, a military school located in St. Mary's County, on April 25, 1975. Two

Westat staff members conducted the 10-hour session. The training agenda included a discussion of general training techniques, listing techniques including some practice listings, field procedures, including practice sessions on respondent selection and how to fill out the screening call record, administrative forms with practice on each form, question-by-question instructions on the screening form and the questionnaire, and finally, practice interviewing among the trainees. The Training Manual is reproduced in Attachment C.

Retraining took place if an interviewer was having problems with procedures or recording answers on the questionnaire. Retraining consisted of the supervisor reviewing the material in question with the interviewer and where necessary the supervisor accompanying the interviewer into the field to observe the interviewer in action. If the interviewer did not suitably improve after retraining, her employment was terminated.

4.3 Interviewer Attrition

Initially, twelve people were selected and trained to be interviewers. One person was trained about four weeks into the field data collection period as a replacement.

The biggest problem experienced was that of interviewer attrition. Of the 13 interviewers, five quit and two were let go because of inadequate production and/or poor quality work. The unexpected loss of these interviewers extended the field data collection phase by two weeks.

5. Data Collection

5.1 Assignment of Interviewers

Upon completion of training, the interviewers received their assignments. Attempts were made to cluster the interviewer's areas. The address of each interviewer was marked on maps of the three-county area. In most cases areas were assigned to those interviewers who lived closest to the area.

Not all areas were assigned at once. The number of areas assigned to an interviewer was a function of her speed and quality of work.

5.2 Validation Procedures

Validation was done on 15% of the completed questionnaires returned to the field supervisor. Questionnaires were chosen for validation as they came into the field office. Approximately every 6th case was chosen.

Where possible questionnaires were validated by telephone. The validation form is shown in Attachment D (Form 8). For those respondents who either did not have a telephone or who refused to give their telephone numbers, validation was completed by mail.

The letter sent to the respondent and the return postcard are also reproduced in Attachment F. If after two weeks a respondent did not return the postcard, then the supervisor

made an in-person visit to the household and administered the Validation Interview. Information concerning validated questionnaires was kept in a special Validation Log and questionnaires chosen for validation were noted in the Field Master Control Log.

5.3 Management Control Forms and Procedures

5.3.1 Field Forms (See Attachment L)

The interviewer was responsible for five forms. The Weekly Status Report (Form 1) served as a weekly record for the status of all cases not yet closed out. Recorded by I.D. number, the report provided the interviewer, as well as her supervisor, with information pertinent to the status of each case still outstanding.

The Time and Expense Sheet with the Daily Report on the reverse side (Form 2) allowed the interviewer to keep a daily account of her time and work. Submitted weekly, it was the basis for wages and production figures.

Another form for which the interviewer was responsible was the Transmittal form (Form 3). This form, identifying the documents turned over to the field supervisor, accompanied each batch of cases handed in on Friday.

Interviewers also used two Address Listing Forms. The Address Listing Sheet (Form 4) and the Additional Dwelling Unit Sheet (Form 5) were used to list dwelling units in a selected area. From the listing sheets, pre-selected houses were designated for interviewing.

The field supervisor was responsible for the accuracy of all reports she received from the interviewers. However, apart from that duty, she had several other tasks to perform. Her main duty of logging in required the use of the Field Master Control Log (Form 6). The log served as an important reference source for all cases turned in when any questions arose.

Questionnaires selected for validation were logged into a Validation Log (Form 7). Cases selected for validation were held until they had been validated. A form, titled Follow-up Interview (Form 8) was used for each attempt to validate a case by telephone or personal contact.

The field supervisor completed a Transmittal (Form 9) for cases sent to the Home Office. This transmittal encompassed all the individual interviewers' transmittals. It served as a check on the individual transmittals, as well as providing a total count of completed questionnaires and screeners sent to date.

5.3.2 Home Office Forms (See Attachment E)

The home office recorded cases in Master Control Log (Form 10). This log, like the Field Master Control, accounted for each case by I.D. number and final status. It was also used to note the date when a batch of questionnaires was sent or returned from keypunch.

When questionnaires were sent to keypunch, they were accompanied by a Transmittal (Form 11) - again to state what documents were being sent or returned. The transmittal was also used to record how many had been sent to keypunch to date.

Two other forms were used by the home office to monitor field activities. An Edit Sheet (Form 12) was used by the editor and coder to note frequent errors and/or omissions in the use of the questionnaire. These sheets were then returned to the field supervisor to review with the interviewer.

A Summary of Interviewing Hours and Production (Form 13) was completed on a weekly basis to provide information of the cost and production aspect of the field period. The chart allowed for a breakdown, by interviewer, for time allotted to field duties and actual screenings and questionnaires completed. These figures were an aid in determining the cost of an interview by interviewer as well as an overall average cost. This chart allowed us to monitor weekly costs and production.

5.4 Statistics on Survey Performance

The following are the survey statistics on screening forms and interviews by county and in aggregate.

Screening Forms	Charles County	Calvert County	St. Mary's County	All Counties
1. Number of Screening forms assigned	366	270	360	996
2. Number ineligible (Seasonal Units)	19	49	43	111
3. Net Sample (1 minus 2)	347	221	317	885
4. Number of Screening forms completed	276	183	264	723
5. Incomplete Cases:				
a. Vacant	27	22	24	73
b. Refusal/Breakoff	15	8	9	32
c. Not at home after four calls	25	7	13	45
d. Unavailable during field period	2	-	4	6
e. Physically Unable/Language problem	1	1	2	4
f. Other	1	-	1	2
g. Total Incomplete	71	38	53	162
6. Screening Completion Rate*	75.4%	67.8%	73.3%	72.6%
7. Screening Response Rate**	79.5%	82.8%	83.3%	81.7%

* Screening Completion Rate = $\frac{\text{Number of Completed Screenings}}{\text{Total Number of Screenings Assigned}}$

** Screening Response Rate = $\frac{\text{Number of Completed Screenings}}{\text{Net Sample}}$

Questionnaires	Charles County	Calvert County	St. Mary's County	All Counties
1. Number of Interviews assigned	362	243	325	930
2. Number of Questionnaires Completed	294	194	268	756
3. Incomplete Cases:				
a. Refusal/Breakoff	31	9	32	72
b. Not at home after four calls	27	24	14	65
c. Unavailable during field period	4	7	6	17
d. Physically Unable/Language problem	6	8	3	17
e. Other	-	1	2	3
f. Total	68	49	57	174
4. Questionnaire Response Rate*	81.2%	79.8%	82.5%	81.3%
Overall Response Rate**	64.6%	66.1%	68.7%	66.4%

* Questionnaire Response Rate = $\frac{\text{Number of Interviews Completed}}{\text{Number of Interviews Assigned}}$

** Overall Response Rate = Screening Response Rate x Interviewer Response Rate

6. Editing and Coding

6.1 Editing and Coding Training

Because of the nature of the questionnaire, the editing and coding functions were combined into one operation. A half-day editing/coding training session was held. The editing/coding manual is reproduced in Attachment G. After presentation and discussion of the training materials, trainees were given practice questionnaires to edit and code.

Editing and coding of the screening forms and questionnaires was carried out as cases were received from the field.

The home office editing and coding supervisor checked 100% of the screening forms and questionnaires at the beginning of the editing and coding phase. As the project continued, errors began to drop as the interviewer and editor/coder personnel became more familiar with the instruments. During this phase, an average of 25 percent of the screening forms and questionnaires were checked. As the project neared completion, the edit and coding check was again increased to offset the fatigue factor experienced by both field and editor/coder personnel.

6.2 Development of Open-Ended Codes

A few weeks into the data collection period, the response categories for open-end questions were developed. The responses from approximately 150 questionnaires were recorded and grouped into categories. Codes were developed for QA-14,

QB-4, QC-5, QD-4, QE-3, and QF-2. The remaining open-ended questions had so few responses that building coding categories would not have been useful. The answers to these questions along with Other Specify questions are listed in Attachment G.

7. Data Preparation

7.1 Keypunching

After the questionnaires were edited and coded, they were ready for keypunching. Questionnaires were sent to keypunch on a batch flow basis with an average of 50 questionnaires per batch. Keypunching entailed the transference of all data from questionnaires to punched cards. In this operation, 100 percent of all punched columns were verified (re-punched by a second person).

7.2 Machine Edit

Keypunched cards were then run through a machine edit in which two types of edits were performed: range of response and response consistency among questions.

Where inconsistencies were found, the questionnaires were inspected and corrections either in coding or punching were made manually. The edit was then run against the data again to secure a clean tape.

7.3 Preparation of Data Tabulations

After the completion of the cleaning operations, data tables were finalized and weighted tabulations were run. Tables were run on each county as well as in aggregate.

APPENDIX B

QUESTIONNAIRE

SOUTHERN MARYLAND
INFORMATION SURVEY

Collected For:

MARYLAND STATE DEPARTMENT OF EDUCATION

by

Westat, Inc.
11600 Nebel Street
Rockville, Maryland 20852

Household ID Number ☐-☐☐-☐☐☐/☐☐ 01-08/

Respondent Number_____

OFFICE USE ONLY	
# people in age group ☐☐	12-13/
Final Disposition ☐	14/

11/1

Interviewer Name_____

SECTION A. PROBLEMS

Different people need or want different types of information. I am going to read you a list of topic or subject areas. These topics deal with most of the concerns of everyday life. For each topic area, would you please tell me if you have recently had to solve a problem or answer a question in that area. We are interested in those problems or questions that could be answered if you had information about them.

Think about the neighborhood you live in.

1. Have you recently had a problem or question about your neighborhood like:

	Yes	No	CARD 1
Trouble with neighbors	1	2	15/
Trouble with neighborhood pets	1	2	16/
County or city services like fire, police, emergency	1	2	17/
Lack of scheduled activities	1	2	18/
Abandoned cars and buildings	1	2	19/
Anything else (Specify) _____	1	2	20/

Think about any buying or spending you've done recently. Sometimes people have questions about the products they buy or the places where they buy.

2. Did you have a recent problem or question in the consumer area like:

	Yes	No	
Quality of services or products.	1	2	21/
Services or products unavailable, inconvenient .	1	2	22/
Consumer protection.	1	2	23/
Anything else (Specify) _____	1	2	24/

Let's talk about housing. Some people are looking for housing or are trying to improve their current housing.

3. Did you have a recent problem or question in the area of housing and maintenance like:

	Yes	No	
Rental problems.	1	2	25/
Buying or selling a house.	1	2	26/
House needs repairs or improvements.	1	2	27/
Utilities service.	1	2	28/
Housing regulations.	1	2	29/
Housing loans.	1	2	30/
Anything else (Specify) _____	1	2	31/

How about jobs or employment?

4. Did you have a recent problem or question in the employment area like:

	Yes	No	
Looking for employment or wanting a change in jobs	1	2	32/
Dissatisfaction with present job	1	2	33/
Getting a summer job	1	2	34/
Job training programs	1	2	35/
Child care	1	2	36/
Anything else (Specify) _____	1	2	37/

5. Did you have a recent problem or question in the area of education and schooling like:

	Yes	No	
Information about courses or programs	1	2	38/
Quality of available education	1	2	39/
Financial aid	1	2	40/
Adult education	1	2	41/
High cost of schooling	1	2	42/
Anything else (Specify) _____	1	2	43/

Sometimes people have problems "getting around" an area.

6. Did you have a recent problem or question in the area of transportation like:

	Yes	No	
Public transportation	1	2	44/
Auto insurance	1	2	45/
Car pooling	1	2	46/
Road maintenance/markings	1	2	47/
Car repair/financing	1	2	48/
Anything else (Specify) _____	1	2	49/

7. Did you have a recent problem or question about financial or money matters like:

	Yes	No	
Not being able to make ends meet	1	2	50/
Loan or credit difficulties	1	2	51/
Income tax advice	1	2	52/
Stock market or investments	1	2	53/
Food stamps or other social services	1	2	54/
Social security or retirement	1	2	55/
Unemployment compensation	1	2	56/
Anything else (Specify) _____	1	2	57/

The issue of showing favoritism to or discrimination against certain groups of persons is one that some people are interested in today.

8. Did you have a recent problem or question in the area of:

	Yes	No	
Racial discrimination.	1	2	58/
Sexual discrimination	1	2	59/

9. Did you have a recent problem or question in the health area like:

	Yes	No	
Counseling - family, nutrition, raising children.	1	2	60/
Health insurance	1	2	61/
High costs of care	1	2	62/
Unavailable or inadequate care	1	2	63/
Mental health.	1	2	64/
Birth control information.	1	2	65/
Treatment or information on confidential matters	1	2	66/
Anything else (Specify) _____	1	2	67/

10. Did you have a recent problem or question in the legal area like:

	Yes	No	
Acquiring legal services	1	2	68/
Cost of legal services	1	2	69/
Contracts.	1	2	70/
Divorce or separation.	1	2	71/
Legal documents like wills, passports, etc. . .	1	2	72/
Anything else (Specify) _____	1	2	73/

11. Did you have a recent problem or question in the area of crime and safety like:

	Yes	No	
Harm to your person.	1	2	74/
Harm to your property.	1	2	75/
Preventing fire in your home	1	2	76/
Anything else (Specify) _____	1	2	77/

If respondent answers "NO" to all areas in A above, PROBE. We are interested in any questions you've had on any of these topic areas. For example, has anything come up that required a solution (Pause) or maybe required some assistance or additional information?

Or have you had trouble finding out where a particular person, place, or thing is located (Pause) or have you needed information about an organization, company, or agency?

If "NO" go to Section B.

If "YES" list problem. _____

_____

_____

78-79/
80/1
END CARD 1

12. You have told me that you have had a problem or question in certain topic areas.

Now, as I read the list again, would you please tell me if, in order to solve the problem or question in each specific area, you needed or wanted information.

(On each line, write in topic area, e.g., (4) Employment, Summer Job.)

	Yes, needed information	No, did not need information	CARD 2
_____	1	2	11-13/
_____	1	2	14-16/
_____	1	2	17-19/
_____	1	2	20-22/
_____	1	2	23-25/
_____	1	2	26-28/
_____	1	2	29-31/

You have told me that you needed information or assistance in order to solve a problem or question in: *(Read all those circled "Yes" in #12 above.)*

13. Would you tell me which is the most important to you? Which is next most important?

14. Have you tried to meet your information or assistance needs in the area of (problem) at your public library?
(Ask for each problem listed in 13.)

		Yes	No → Why Not?	
(Most important) 32-33/	_____	1	2	_____ 36-38/
(Second most important) 34-35/	_____	1	2	_____ 39-41/

SECTION B

RECREATIONAL ACTIVITIES

1. Now I am going to read a list of recreational activities in several general areas. Would you please tell me whether or not you participate, or have a strong interest, in each:

		Yes	No	
(a)	Arts:			
	Drawing, painting.	1	2	42/
	Dance	1	2	43/
	Music appreciation/instrument. . .	1	2	44/
	Theater/movies	1	2	45/
	Photography.	1	2	46/
	Creative writing	1	2	47/
	Other (specify)_____	1	2	48/
(b)	Crafts:			
	Pottery.	1	2	49/
	Weaving, macrame, knitting	1	2	50/
	Fabric work - batik, tie-dye . . .	1	2	51/
	Furniture refinishing.	1	2	52/
	Woodworking.	1	2	53/
	General handiwork about the house, car, boat	1	2	54/
	Cooking.	1	2	55/
	Gardening.	1	2	56/
	Other (specify)_____	1	2	57/
(c)	Reading:			
	Fiction.	1	2	58/
	Science.	1	2	59/
	Mysteries.	1	2	60/
	History.	1	2	61/
	Biographies or autobiographies . .	1	2	62/
	Other (specify)_____	1	2	63/
(d)	Athletics:			
	Baseball, football, basketball . .	1	2	64/
	Sailing, rowing, swimming.	1	2	65/
	Bowling.	1	2	66/
	Tennis, handball, paddle-tennis. .	1	2	67/
	Fishing, hunting, archery, marksmanship	1	2	68/
	Track and field.	1	2	69/
	Other (specify)_____	1	2	70/
(e)	Animal care and training	1	2	71/
(f)	Other (specify)_____	1	2	72/
				80/2

END CARD 2

2. You have told me that you have interests in the general areas of *(read all categories with one or more yesses).* Do you need any materials or services to help you in (activity) like: *(Ask (a) through (h) for each category.)* CARD 3

Activity Category	a Books Magazines	b Records	c Films	d Reference Assistance	e Referrals	f Classes	g Rooms	h Equipment	
	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	11-19/
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	20-28/
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	29-37/
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	38-46/
	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	47-55/
									56-64/

3. You have told me that you need information for *(read activity categories).* Would you tell me which recreational activity is most important to you? Which is next most important.

(Most important) _____ 65/

(Second most important) _____ 66/

4. Have you tried to meet these material or service needs for *(activity)* at your local library? *(Ask for each recreation activity listed in 3.)*

	Yes	No →	Why not?
(Most important)	1	2	_____
(Second most important)	1	2	_____

67-69/

70-72/

80/3

END CARD 3

SECTION C. EDUCATIONAL NEEDS

1. Are you now taking or have you in the past year taken any academic courses or formal classes or instruction?

CARD 4
11/

Yes 1
No 2 *(Go to Section D)*

2. At what institution are you taking or did you take this course or courses?

_____ 12-13/

3. Are these classes or instruction in the:

		Yes	No	
1.	Mathematical sciences	1	2	14/
2.	Physical sciences	1	2	15/
3.	Life sciences	1	2	16/
4.	Social sciences	1	2	17/
5.	Arts and applied arts	1	2	18/
6.	Literature	1	2	19/
7.	History and philosophy	1	2	20/
8.	Languages	1	2	21/
9.	Engineering	1	2	22/
10.	Trade or technical subjects	1	2	23/
11.	Professional subjects	1	2	24/
12.	Agricultural sciences	1	2	25/
13.	Other (Specify) _____			
	_____ . . .	1	2	26/

4. *(If more than 5 ask about the most recent 5).*
For those classes or instruction you indicated you (are taking/have taken), do you need additional materials or services over and above information sources like your class textbooks or materials supplied by the instructor? How about *(course)*? Do you need: *(Read each information source)*?

5. *(For each course needing information source, ask)*: You mentioned *(Repeat source and course)*, have you tried to meet these additional information or service needs at your local library?

Courses	Supplemental Books Newspapers Journals	Records Tapes	Study Rooms	Equipment	Yes	No	*(If no)* Why not?
	1 2	1 2	1 2	1 2	1	2	27-35/
	1 2	1 2	1 2	1 2	1	2	36-44/
	1 2	1 2	1 2	1 2	1	2	45-53/
	1 2	1 2	1 2	1 2	1	2	54-62/
	1 2	1 2	1 2	1 2	1	2	63-71/

SECTION D. SELF EDUCATION NEEDS

1. Are you doing anything now to upgrade your job skills, help you keep your job, or advance on your job?

   Yes 1 72/

   No 2 *(Go to Section E)*

2. Which of the following are you doing to improve your skills:

		Yes	No	
1.	Courses at school	1	2	73/
2.	On-the-job training	1	2	74/
3.	Correspondence training	1	2	75/
4.	Reading, self-study	1	2	76/
5.	Apprentice program.	1	2	77/
6.	Anything else (Specify)_____			
	_____	1	2	78/
		END CARD 4		80/4

3. You just told me that you are doing *(list activities mentioned in D-2)* to improve your job skills. Do you need additional information to help you in these activities?

   Yes 1 CARD 5

   No 2 *(Go to Section E)* 11/

4. Have you tried to meet these information needs at your local public library?

   Yes 1

   No 2 ——▶ Why not?_____

   _____ 12-14/

SECTION E. GENERAL

1. Other than what we have already discussed, that is, problems or questions in important topic areas, recreational activities, formal educational activities, and self-educational activities -- can you think of any other general areas of interest or areas of knowledge that you might have information needs for or questions about?

   Yes . . . 1
   No. . . . 2 *(Go to E-4)* 15/

2. What areas are these?

   1. _____ 16-17/

   2. _____ 18-19/

3. Concerning *(name area)*, did you try to meet these additional information needs at your local library? *(Ask for each area mentioned in E-2.)*

	Yes	No	*(If no)* Why not?
1	1	2	20-22/
2	1	2	23-25/

(INTERVIEWER: Refer to A-13, page 5, B-3, page 7, C-4, page 8 and D-3, page 9)

4. You have told me that you needed information or assistance in the areas of *(choose those that apply: problem solving, recreation, formal education, self education)*. In which one of these areas do you feel you would most need or want information or assistance? Which one of these areas would you place second in importance for information or assistance? Which area would you place third? *(Fill in remaining area in fourth place.)*

   Most information _____ 26/

   Second most information _____ 27/

   Third most information _____ 28/

   Fourth most information _____ 29/

SECTION F. KNOWLEDGE OF LIBRARY

1. When was the last time you visited your public library?

   Would you say it was: Within the past year . . . . . 1 *(Go to F-3)*

   More than 1 year ago or. . . . . 2 *(Go to F-2)* 30/

   Not at all . . . . . 3 *(Go to F-4)*

2. Why did you stop using the library?

   Probe: _____

   _____ *(Now go to F-4)*

   31-34/

3. How many times have you been to the library within the past year?

   35-36/

   _____
   Number of times

4. I'm going to read you a list of materials that the public library in your area offers. *(Read each category, then ask a, b, and c for that material.)*

   a. Do you know that your public library offers this material? *(If yes, ask b)*

   b. Have you ever used this material offered at your public library? *(If yes, ask c)*

   c. How satisfied are you with the library's present provision of this material? Would you say that you are very satisfied, satisified, dissatisfied or very dissatisfied?

Materials	a.		b.		c.					
	Yes	No	Yes	No	NA	VS	S	D	VD	
Books, pamphlets	1	2	1	2	0	1	2	3	4	37-39/
Magazines, newspapers	1	2	1	2	0	1	2	3	4	40-42/
Special materials for deaf children	1	2	1	2	0	1	2	3	4	43-45/
Large-print books for those with poor vision	1	2	1	2	0	1	2	3	4	46-48/
Talking books and talking book machines	1	2	1	2	0	1	2	3	4	49-51/
Framed pictures	1	2	1	2	0	1	2	3	4	52-54/
Study prints	1	2	1	2	0	1	2	3	4	55-57/
Records	1	2	1	2	0	1	2	3	4	58-60/
Cassettes	1	2	1	2	0	1	2	3	4	61-63/
Filmstrips or films	1	2	1	2	0	1	2	3	4	64-66/
Toys, games, puzzles	1	2	1	2	0	1	2	3	4	67-69/
Cassette players	1	2	1	2	0	1	2	3	4	70-72/
Projectors	1	2	1	2	0	1	2	3	4	73-75/

80/5

END CARD 5

5. Are there any materials, not mentioned above, that you think your library should provide?

Yes 1 CARD 6

No 2 *(Go to F-7)* 11/

6. What are they? _____ 12-15/

_____

_____

_____

_____

7. I'm going to read you a list of services that the public library in your area offers. *(Read each service, then ask a, b, c)*

a. Do you know that your public library offers this service? *(If yes, ask b.)*

b. Have you ever used this service offered at your public library? *(If yes, ask c.)*

c. How satisfied are you with the library's present provision of this service? Would you say that you are very satisfied, satisfied, dissatisfied or very dissatisfied?

	a.		b.		c.					
Services	Yes	No	Yes	No	NA	VS	S	D	VD	
Free loan of all materials listed above	1	2	1	2	0	1	2	3	4	16-18/
Reference services	1	2	1	2	0	1	2	3	4	19-21/
Referral service to other community agencies	1	2	1	2	0	1	2	3	4	22-24/
Provide special referral collections for groups, classes, etc.	1	2	1	2	0	1	2	3	4	25-27/
Meeting rooms	1	2	1	2	0	1	2	3	4	28-30/
Large lighted magnifying glass for readers with poor vision	1	2	1	2	0	1	2	3	4	31-33/
Story hours for pre-school children	1	2	1	2	0	1	2	3	4	34-36/
Tutorial service for adults with poor reading ability	1	2	1	2	0	1	2	3	4	37-39/
Special programs on topics like drug abuse	1	2	1	2	0	1	2	3	4	40-42/
Copying machine	1	2	1	2	0	1	2	3	4	43-45/
Videotaping	1	2	1	2	0	1	2	3	4	46-48/
Bookmobiles	1	2	1	2	0	1	2	3	4	49-51/
Lodestar project	1	2	1	2	0	1	2	3	4	52-54/
Bibliographic searching	1	2	1	2	0	1	2	3	4	55-57/
Interlibrary loan	1	2	1	2	0	1	2	3	4	58-60/

8. Are there any services, not mentioned above, that you think your library should provide?

Yes 1
No 2 *(Go to Section G)* 61/

9. What are they?

_____

_____

_____

_____

62-65/

SECTION G
GENERAL

1. What was your age on your last birthday? _____ age 66-67/

2. What is the highest grade or year you completed in school?

Some grade school 1

Completed grade school (eighth grade) 2

Some high school. 3

Completed high school . . . 4

Some college. 5

Completed college 6

Post graduate 7 68/

3. What kind of work do you normally do?

Probe: What do you actually do on the job?

_____

_____
(kind of work)

Never worked ☐ *(Go to G-5)* 69-71/

4. What kind of business or industry is that?

Probe: What does that firm/organization/agency do or produce?

_____

_____
(business/industry)

5. Which group on this card indicates your total household income during the last calendar year, 1974, that is, all income from any sources, before taxes. Just tell me the letter for the group that fits.

(HAND CARD A)

A.	0-999	00	
B.	1000-2999	01	
C.	3000-4999	02	
D.	5000-6999	03	
E.	7000-8999	04	
F.	9000-10999	05	
G.	11000-12999	06	
H.	13000-14999	07	
I.	15000-16999	08	
J.	17000-18999	09	
K.	19000-20999	10	
L.	21000-22999	11	
M.	23000-24999	12	
N.	25000 +	13	
O.	DON'T KNOW	14	
P.	REFUSED	15	72-73/

6. *(Record sex of respondent):*
Male 1
Female 2 74/

7. *(Record race of respondent):*
Black. 1
White. 2
Other. 3
Uncertain. . . . 4 75/

END CARD 6 80/6

APPENDIX C

STANDARD ERRORS

Table A-6. People who had problems/questions with public transportion

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	3744.2500	5902.5270	3249.7830	12896.5600
STD.ERR. OF THE TOTAL	727.7746	1088.6527	815.8833	1542.8825
ESTIMATED PROPORTION	.2447	.1590	.1043	.1543
STD.ERR. OF PROPORTION	.0387	.0242	.0236	.0160

Table B-1. People who participate in gardening

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	10829.7160	25305.2830	21526.7260	57661.7250
STD.ERR. OF THE TOTAL	1051.5327	2734.0917	2732.8300	4006.1625
ESTIMATED PROPORTION	.7077	.6815	.6906	.6897
STD.ERR. OF PROPORTION	.0414	.0404	.0211	.0211

Table C-1. People who have taken academic courses within the past year

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	1477.3800	6973.7530	5196.2150	13647.3480
STD.ERR. OF THE TOTAL	465.5546	1452.2983	890.7057	1766.1450
ESTIMATED PROPORTION	.0965	.1878	.1667	.1632
STD.ERR. OF PROPORTION	.0273	.0272	.0219	.0157

Table D-1. People who are upgrading job skills

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	3407.4040	7655.2960	6497.6080	17560.3080
STD.ERR. OF THE TOTAL	666.8128	1467.3841	1341.7621	2097.1840
ESTIMATED PROPORTION	.2227	.2062	.2085	.2100
STD.ERR. OF PROPORTION	.0344	.0288	.0313	.0184

Table F-1. People who visited the library within the past year

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	6000.2010	15101.1600	14686.9790	35788.3400
STD.ERR. OF THE TOTAL	1064.4573	1928.3153	3083.6278	3789.4894
ESTIMATED PROPORTION	.3921	.4067	.4712	.4281
STD.ERR. OF PROPORTION	.0541	.0190	.0559	.0254

Table F-3. Trips to the library in the past year

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	81117.8480	244645.5580	246226.2650	571989.6710
STD.ERR. OF THE TOTAL	20244.6792	49752.4618	46245.4608	70878.7495
ESTIMATED PROPORTION	5.3006	6.5886	7.8998	6.8417
STD.ERR. OF PROPORTION	1.1659	.9856	1.3394	.6888

Table F-4A. People who know library offers magazines/newspapers

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	11892.6550	30883.0960	26498.0950	69273.8460
STD.ERR. OF THE TOTAL	1377.5027	4016.5098	3494.0506	5498.9321
ESTIMATED PROPORTION	.7771	.8317	.8501	.8286
STD.ERR. OF PROPORTION	.0306	.0298	.0374	.0199

Table F-4B. People who have used magazines/newspapers

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	2469.7710	10863.8160	9712.6630	23046.2500
STD.ERR. OF THE TOTAL	533.5688	1596.8365	1624.0172	2339.2337
ESTIMATED PROPORTION	.1614	.2926	.3116	.2757
STD.ERR. OF PROPORTION	.0279	.0176	.0274	.0143

Table F-4C. People who are satisfied with the magazines/newspapers

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	2295.6750	10339.2400	9656.8100	22291.7250
STD.ERR. OF THE TOTAL	533.5688	1449.3511	1652.1478	2261.6159
ESTIMATED PROPORTION	.9295	.9517	.9942	.9673
STD.ERR. OF PROPORTION	.0152	.0271	.0185	..0156

Table F-7A. People who know library offers reference services

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	6688.3960	23555.3480	24980.5510	55224.2950
STD.ERR. OF THE TOTAL	833.0708	3374.4653	3637.6139	5031.2283
ESTIMATED PROPORTION	.4371	.6344	.8015	.6605
STD.ERR. OF PROPORTION	.0421	.0333	.0305	.0225

Table F-7B. People who have used reference services

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	1570.9810	10135.1190	13030.2830	24736.3830
STD.ERR. OF THE TOTAL	425.8766	1543.2801	2646.5993	3093.1492
ESTIMATED PROPORTION	.1027	.2730	.4181	.2959
STD.ERR. OF PROPORTION	.0276	.0316	.0523	.0268

Table F-7C. People who are satisfied with reference services

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	1570.9810	10007.6370	13030.2830	24608.9010
STD.ERR. OF THE TOTAL	425.8766	1511.3582	2646.5993	3077.3466
ESTIMATED PROPORTION	1.0000	.9874	1.0000	.9948
STD.ERR. OF PROPORTION	.0000	.0122	.0000	.0051

Table G-1. People who are 25-64 years of age

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	10019.2000	26897.5340	21008.0960	57924.8300
STD.ERR. OF THE TOTAL	1179.0787	3570.4111	2802.2840	4689.4411
ESTIMATED PROPORTION	.6547	.7244	.6740	.6928
STD.ERR. OF PROPORTION	.0368	.0300	.0335	.0199

Table G-6. Female

	CALVERT	CHARLES	ST. MARY≠S	TOTAL
ESTIMATED TOTAL	9488.2070	21747.1630	17990.1370	49225.5070
STD.ERR. OF THE TOTAL	993.9566	2894.4864	3415.4295	4585.9743
ESTIMATED PROPORTION	.6200	.5857	.5772	.5888
STD.ERR. OF PROPORTION	.0338	.0227	.0473	.0209